

KING UNIVERSITY



KING



KING



KING

2025-2026

ACADEMIC CATALOG

TITLE PAGE

King University offers programs that lead to the following degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Business Administration, Master of Education, Master of Healthcare Administration, Master of Science in Nursing, Master of Social Work, Education Specialist, and Doctor of Nursing Practice.

King University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of King University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

King University is certified to operate in Virginia by the State Council of Higher Education for Virginia. King's primary location in Virginia is Southwest Virginia Higher Education Center, One Partnership Road, Abingdon, Virginia 24212. Each course or degree or certificate program offered by King University in Virginia is approved by King or its Board of Trustees (when applicable).

The teacher education programs are approved by the Tennessee State Board of Education. The School of Nursing programs are fully approved by the Tennessee Board of Nursing, and are members of the American Association of Colleges of Nursing. The Baccalaureate degree program in Nursing, Master's degree program in Nursing, and the Doctor of Nursing Practice program at King University are accredited by the Commission on Collegiate Nursing Education, (<http://www.ccneaccreditation>). The Bachelor of Social Work and the Master of Social Work programs are accredited through the Council on Social Work Education (CSWE). The athletic program is a member of the National Collegiate Athletic Association (NCAA) Division II and Conference Carolinas.

King is a member of the Tennessee College Association, the Tennessee Independent Colleges and Universities Association, the Tennessee Fund for Independent Colleges, the Tennessee Association of Colleges for Teacher Education, the Tennessee Association of Independent Liberal Arts Colleges for Teacher Education, the Appalachian College Association, the Holston Associated Libraries, the Council for Independent Colleges, the National Association of Independent Colleges and Universities, the Association of Presbyterian Colleges and Universities, the Council for Christian Colleges and Universities, the Association of American Colleges and Universities, the National Association of Christian Social Workers (NACSW), and the National Association of Social Workers (NASW).

King University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding King's non-discrimination policies: James P. Donahue, Vice President for Administration and Finance and Title IX Coordinator, 1350 King College Road, King Building, Bristol, Tennessee 37620, phone 423-652-6002.

The institutional policies and academic regulations described in the King University Catalog represent the most current information available at the time of publication or the academic year indicated on the cover. The institution may elect, however, to make changes in the curriculum regulations or other aspects of this program. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the institution and the student.

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The Mission and Vision of King University

MISSION

We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

We accomplish this through excellent teaching, high expectations, worthwhile example, and fidelity to our Presbyterian heritage. Our mission is the same for all campuses, sites, and online, and for all programs, curricular and extracurricular, graduate and undergraduate.

VISION

We aim to be the preeminent small to medium-sized Christian university in the Upper South, with a reputation earned there and beyond as a school serious about its Christian commitment, focused on student success, dedicated to academic excellence, and successful in producing graduates who excel wherever they live, work, and serve.

Identity

King is a Christian university in the Presbyterian and Reformed traditions with the core belief that because God is the Creator, Sustainer, and Redeemer of all life, our knowledge of self, the world, and God are interrelated. As the reformer John Calvin affirms in the opening words of the *Institutes of the Christian Religion*, “Nearly all the wisdom we possess, that is to say, true and sound wisdom consists of two parts: the knowledge of God and of ourselves.” A Christian education, thus, is one that integrates faith, learning, and life.

The purpose of the vigorous and broad education at King is to educate students so that they may excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. By excelling in our chosen fields of study and later in vocations and careers, we respond to the divine calling of using God-given talents and abilities to their full

potential.

King positions itself as a missional university that prepares students to engage the world and nurtures students in vital Christian faith, rather than as a university with an inward focus that attempts to protect and separate students from the larger culture and world.

Philosophy of Education

A King education is one that values excellent teaching, high expectations, worthwhile example, and fidelity to our Presbyterian heritage in keeping with the mission and identity of the institution. This education seeks to provide opportunities for students to become competent in their chosen fields of study, to grow toward maturity in their understanding of Christian faith, and to make personal commitments for responsible service and stewardship in the world. It maintains high academic standards while supporting the development of skills essential for success in a rigorous academic program.

The King General Education is the academic foundation for the King experience. It gives all students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. Through general education, King seeks to develop a student’s intellectual and practical skills, create an understanding of human culture and the natural and physical world, foster an appreciation for human creative products, and create an awareness of thoughtful, resourceful, and responsible citizenship.

Teaching and learning expectations should recognize the variability of student talent, background, and preparation. Consequently, the King education is committed to providing personal attention, meaning that all educators—faculty and staff—seek to understand the needs of students and to be accessible and available to them while striving to provide an environment that encourages social, spiritual, and academic maturity. Furthermore, the institution is concerned for the balanced growth of the individual,

The Mission and Vision of King University

recognizing that intellectual learning does not take place in isolation from other aspects of personal development and affirming the role of all members of the King community in the teaching and learning process.

King holds that knowledge of self, the world, and God are connected and, therefore, that learning and intellectual inquiry are acts of worship. King seeks to maintain an atmosphere in which learners have the privilege and responsibility of exploring the full range of questions raised in and beyond the classroom. The institution seeks to foster an ethos that stresses the importance of exploration, personal initiative, character and integrity, collegiality, humane instincts, aesthetic sensitivities, and leadership. The community of learners at the institution seeks to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.

Spiritual Formation

“Let the same mind be in you that was in Christ Jesus.”
(Philippians 2:5)

“Let this, then, be the first step, to abandon ourselves, and devote the whole energy of our minds to the service of God.” –John Calvin

The philosophy of education at King states that as a community of learners we seek “to embrace the values of Christian community through lives of scholarship, service, and spiritual formation.” As a result, a King education seeks to integrate faith, learning, and life in keeping with the mission and vision of the institution.

In general, spiritual formation is the process of the human spirit taking on a definite form or character. Regardless of a secular or religious orientation, all persons ultimately are engaged in a process of spiritual formation that shapes character in the depths of their beings. Such a process can be negative or positive, destructive or beneficial. In the context of a university, however, the process of spiritual formation should be

one that helps shape the human spirit toward the truly good, wise, just, and beneficent.

For a university whose core values are Christian, the process of spiritual formation should shape the character of each student toward the truly good, wise, just, and beneficent, and be reflective of the person and work of Jesus Christ. This will be done best as the institution draws on its vast resources of curricula, extracurricular programs, service and mission projects, administrative policies, and community life in such a way that they promote the process of character formation in the direction of faithful, prudential, paradigms, and domains. Because true education is about the whole person—body, mind, and spirit—the institution facilitates not only study and scholarship, but also reflection and prayer, service and worship, virtue and ethics, honor and integrity, justice and peace, vocation and calling, and an integrated world and life view.

The goal of spiritual formation at King is to develop each student’s character so that the individual may excel as a thoughtful, resourceful, and responsible citizen with a passion for serving God, the Church, and the world. The institution stresses praxis as well as intellectual achievement, for it is understood that the “mind of Christ” is about both the love of God and the love of neighbor. If we do not love our neighbor, whom we can see, in just and beneficent ways, we cannot honestly say that we love God, whom we cannot see.

Although the institution has core values that are distinctly Christian, we have historically been open to all students of quality regardless of their religious persuasions. We serve students from the various segments of the Christian family, both Protestant and Catholic, but also students from other religions or from secular perspectives. Our mission and vision is to serve all students and assist them in their spiritual formation, encouraging their spiritual growth and character development toward the truly good, wise, just, and beneficent.

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Spiritual formation will be reviewed by the student's participation in and evaluation of the following activities:

- Regular academic offerings;
- Service and mission projects;
- Traditional spiritual disciplines such as worship, service, prayer, and study; and
- Cross-cultural and study-abroad programs.

the collegiate experience and broaden its service by having an ethnically and geographically diverse student body. Applicants are accepted into the institution upon evidence of academic qualifications and are admitted without regard for ethnic or religious background.

Commitments

We affirm the Reformed understanding of a world created good by God, distorted by sin, redeemed in Jesus Christ, and awaiting the fullness of God's reign. We profess the authority of Holy Scripture as the Word of God, and uphold the historic witness of the ecumenical creeds of the Christian Church. We aim to maintain a Christian academic community characterized by mercy, justice, and integrity that includes corporate worship, Bible study, Christian fellowship, mission outreach, prayer, and pastoral care. We commit to hiring faculty, administrators, and staff of superior competence and mature Christian faith. We require that all trustees be women and men who have excelled in their vocations and who give evidence of their Christian faith upon selection to the board.

Context

King was founded in 1867 by Presbyterians who resolved to create a college of "such high order as will greatly elevate the standard of classical and scientific instruction in East Tennessee." King is an independently governed institution with covenant affiliations to the Presbyterian Church (USA) and the Evangelical Presbyterian Church.

Consistent with its historic motto *Ecclesiae et Litteris*, for the church and for learning, the Christian character of the institution is expressed in a program intentionally built on a foundation of the classic Presbyterian tradition, the authority of Scripture, and personal commitment to Jesus and His service. The institution is committed to a regional, national, and international constituency. King strives to enrich

History of King University

King University came into being as a result of the upheavals of the Civil War in Southern Appalachia. Because of the sharp divisions between Union and secessionist ideologies, Presbyterians who had supported the Confederate cause found themselves without a church-related college in their region following the conflict.

Zeal for higher education has long been a hallmark in the Reformed churches. Because they supported that tradition, the post-war leaders of the Holston Presbytery in Northeast Tennessee decided to establish a college. Though conditions were difficult in the post-Civil War South, the Presbytery's statement was clear. On April 9, 1866, the minutes note: "The presbytery is deeply impressed not only with the importance of establishing a classical school, but one of such high order as will greatly elevate the standard of classical and scientific instruction in East Tennessee, and which with such instruction, will combine that strict discipline and the thorough religious training that will fully develop the moral as well as the intellectual man."

The Reverend James King, a prominent landowner, businessman, and Presbyterian minister, gave land for a campus near the town of Bristol. The location, a rounded hill crowned with towering trees, was personally meaningful to King, for it was the site where he had made his own Christian commitment and where he would retire with his Bible for personal meditation. King called the site his "glory grove," and, in appreciation of the gift, Holston Presbytery voted to name the new institution King College in his honor.

A campaign among local citizens provided funds for a large three-story building, with a central Victorian tower. Reverend George A. Caldwell, minister of the Bristol Presbyterian Church, campaigned to develop a permanent endowment, soliciting donations from as far away as New York City.

Reverend James Doak Tadlock, a graduate of Princeton

Seminary and a member of Holston Presbytery, was chosen as the founding president of the institution, which matriculated its first male students and began classes in August 1867. A man of faith and dedication, Tadlock believed that a college education should conform to the strict classical model of the liberal arts set forth by Yale. Course offerings were limited to Latin, Greek, mathematics, and science. Tadlock maintained close personal relationships with his students and encouraged the formation of student-led literary societies in which the students honed their skills in public speaking and debate.

During the 18 years of his presidency, Tadlock produced only 63 graduates, but they were an impressive group. From this number there were 40 ministers, seven of whom were missionaries. Ten became lawyers; another ten were college professors, five becoming college presidents; three were editors of magazines and newspapers; and others went into business. More than seventy percent of Tadlock's alumni had graduate or professional training, and half were recipients of honorary degrees. Eight had national careers of such prominence that they were chosen for inclusion in *Who's Who in America*.

One graduate wrote later of his beloved president, "We were proud of him. The sacrifices we knew he was making to remain with the little college endeared him to us, and the fact that we had such a president made every man of us feel that King ranked any college in the land."

Tadlock's successors in the presidency broadened the curriculum and increased the range of course offerings but continued his emphasis upon developing young men who could provide both intellectual and moral leadership to their communities. By the early 20th century, however, King was facing both new challenges and opportunities. Bristol's growth had transformed the rural environment of the campus into an urban setting of city blocks filled with houses and commercial

History of King University

buildings, and the advent of regional accrediting associations mandated uniform standards of quality. King needed to become an accredited institution.

The Reverend Tilden Scherer, who assumed the presidency in 1912, made these concerns the major goals of his administration. Fortunately, he was to have the financial support of a number of business leaders in the city of Bristol, including Edward Washington King, who would be a King College benefactor for half a century.

Throughout the Southern mountains there were other Presbyterian leaders who were convinced that the time had come for the church to assume a greater responsibility for humanitarian concerns. The result was the formation in 1915 of the Synod of Appalachia, made up of Presbyterian congregations throughout Eastern Tennessee, Southwest Virginia, Western North Carolina, and neighboring portions of West Virginia and Kentucky. King was given official recognition as the synod's college and thereby gained a larger constituency.

In 1916 Reverend Isaac S. Anderson, a member of the class of 1875 and a grandson of James King, offered a wooded tract of 60 acres east of Bristol as a new campus site. The institution immediately launched a campaign to raise funds for buildings and, with the completion of Bristol Hall in 1917, moved to its new location in the fall term. Over the course of the next decade, six major buildings were erected on the new campus.

King also achieved national prominence for its prowess in athletics during this period. The football team seemed unbeatable in the early years following World War I, and the highlight of its triumphs came in 1921 when the King team defeated Lenoir Rhyne, a North Carolina rival, by 206 to 0, a record score which still stands in the annals of collegiate football as one of the highest ever. The newspaper reporter covering the event wrote that the King team ran the ball with the

ferocity of a "tornado" and thus was born the name that has ever since been applied to all the sports teams of the school: the King Tornado.

King was hit hard by the Great Depression, and simple survival became the first priority. In 1931, Stonewall Jackson College, a Presbyterian institution for women in Abingdon, Virginia, closed its doors, and King took in the female students, becoming coeducational in the process. When Reverend Thomas P. Johnston assumed the presidency in 1935, he made financial stability his foremost goal.

The post-World War II years were a time of remarkable growth and achievement for King. In March, 1943, Reverend Robert Todd Lapsley Liston was named president and began a 25-year tenure that would be one of the most significant in King's history. Liston was determined that King would achieve the academic distinction that had been the goal of its founders. Strong support by the Board of Trustees enabled Liston to make academic quality his first priority. Money was poured into faculty salaries, the library, laboratory equipment, and the college's endowment, while Liston personally recruited bright high school graduates to fill the classrooms. By 1948, King had won accreditation from the Southern Association of Colleges and Schools, and by 1960, leading graduate and professional schools were admitting King's quality alumni.

Initially, Liston had concentrated his energies upon academic achievements, but he soon recognized the need for physical improvements to the institution. The 1960s witnessed a building program that transformed the appearance of the hilltop campus. A major campus plan completely redesigned the physical appearance of the school, and a grassy central lawn known as the "Oval" was developed, around which the chief academic buildings were placed. New roadways and college entrances were constructed, and during the decade Liston added five major buildings: the E. W. King Library/Administration Building, Parks Hall,

History of King University

Liston Hall, an astronomical observatory, and the F. B. Kline Gymnasium.

James C. White Hall was completed in 1976 and offered state-of-the-art facilities for the natural sciences. In addition, a new president's home was built near the King College Road entrance. President Powell Fraser also upgraded athletic fields and renovated classrooms. The academic curriculum was broadened to meet changing times, with special emphasis given to pre-professional programs such as teacher preparation.

In 1979, King's ownership changed; a new Board of Trustees assumed, and King became an independent school that maintained formal covenantal relationships with various Presbyterian judicatories. The work of Christian higher education continued under Reverend Donald Rutherford Mitchell, who served as president from 1979 to 1989. Enrollment doubled during the early years of Mitchell's administration, and many international students came to study in King's English for Speakers of Other Languages program. The new dining hall/student union, Maclellan Hall, an additional residence hall for women, and remodeling of the chapel to increase its seating capacity took place during the 1980s.

The presidencies of Charles E. Cauthen, Jr., and Richard J. Stanislaw from 1989 to 1997 saw continuing campus renovations, with improvements in heating and air conditioning of buildings, and a new maintenance building. President Cauthen was instrumental in establishing a campus-wide computer network, known as KingNet, which linked computing facilities throughout the campus to central academic and administrative systems. Also, at this time the Holston Associated Libraries was formed, which provided King with an electronic cataloging system that linked its library with those of other regional colleges, expanding access to reference and research materials.

In 1997, Reverend Gregory D. Jordan began his

17-year tenure as president. Dr. Jordan and the Trustees crafted King's first comprehensive strategic plan. Specific developments under Greg Jordan included the redesign of the Core Curriculum and a year-round academic calendar. The nursing program that began in 1998 launched King into a new educational paradigm that fit well with King's mission of "transformation of culture in Christ." The programs for non-traditional working adults followed.

The Peeke School of Christian Mission, named after King Alumna Catherine Peeke, who was a Wycliffe Bible translator in South America, was opened in the fall of 2001. The Center for Graduate and Professional Studies (now known as Adult and Graduate Studies) opened at this time, and began offering adult-oriented degree programs delivered face-to-face and online—Master of Business Administration, Master of Education, Master of Science in Nursing, RN to Bachelor of Science in Nursing, and Bachelor of Business Administration were the first degrees offered in this format. Subsequently, online programs were offered in Cybersecurity and Cloud Computing, Criminal Justice and Criminology, English, Healthcare Administration, History, Psychology, and Social Work. Currently, there are more than a dozen programs offered in the online modality.

Significant upgrades to campus computing infrastructure have made a difference in enhancing student learning and communication. Major changes have been made in the appearance of the Bristol campus within the last 15 years: the adjoining golf course, originally Bristol's Country Club, has been reclaimed for university use and now boasts tennis courts, a soccer field, a softball field, and a baseball field, in addition to a new campus gate and a beautiful entry drive. The Student Athletic Center was dedicated in December, 2002.

King changed its name from college to university in 2013 to better reflect its growth as a comprehensive Christian University. Dr. Richard A. Ray loyally served

History of King University

as King's interim president for two and a half years, from 2014 to 2016. Under Dr. Ray's tenure, the Bristol campus received further significant renovations, with the complete reconstruction of the Oval and a substantial renovation to the library, with the addition of social space and an expanded computer lab.

In 2016, Mr. Alexander Whitaker was named King's 23rd president. Under his leadership, King affirmed its dedication to the cultivation of future generations grounded in academic excellence, inspirational accomplishment, and transformative service to others.

In 2024, Dr. W. Andrew Tooley was named King's 24th president.

King is positioned to play a significant role of service, scholarship, and leadership in the 21st century and promises to fulfill and carry forward the vision laid by its founders over 150 years before

Campus

King University, located in Bristol, Tennessee, is in the foothills of the Appalachian Mountains. The 130-acre hilltop campus is two miles from the center of Bristol, TN/VA, a city of 44,000 residents. Bristol, Johnson City, and Kingsport, Tennessee, form the Tri-Cities metropolitan area with an aggregate population of approximately 515,000.

Tri-Cities Regional Airport, a 35-minute drive from the campus, offers daily flights connecting Bristol with cities throughout the United States. Bristol is on US 11, US 58, US 421, and Interstate 81.

Several buildings comprise King's Bristol campus, which has maintained a Georgian architectural theme:

Bristol Hall (1917)

Houses faculty offices (the School of Health and Professional Sciences, the School of Business, Economics, and Technology, and the King College of Arts and Sciences), the Academic Center for Excellence (ACE), offices for several student support services, and the eSports arena.

Burke Observatory (1962)

Contains a classroom and research space as well as a reflecting telescope with an electronic camera that records digitized images of celestial bodies.

The Counseling Center (1972)

Is used by campus clients and houses administrative support services offices.

E. W. King Library (1962)

Houses a collection of over 350,000 items in open stacks, an instructional computer lab, and office space for the library staff, and provides display space of pieces in the Caldwell Art collection. The building's lower level houses the President's Office, as well as administrative support services offices (Academic Affairs, Registration and Records, Business Office, and Financial Aid).

F. B. Kline Hall (1964)

Serves as a practice facility for acrobatics & tumbling, cheerleading, basketball, volleyball, and wrestling. The soccer, baseball, softball, acrobatics & tumbling and wrestling teams have their locker rooms in this building. It also houses the band room, classrooms, faculty offices (the School of Education), and coaches' offices.

The Facilities Services Building (1991)

Houses the Maintenance, Grounds, and Housekeeping departments.

Hyde Hall (2000)

Houses 33 female students and has a laundry room on each floor, formal and informal lobbies, and suites that share large private bathrooms.

Liston Hall (1966)

Is a residence hall for 200 men on three floors, with lounges and laundry facilities; the lower level houses 52 women.

Maclellan Hall (1983)

Houses the Dining Hall, Student Affairs, Widener TV Lounge, King's Den, Wager Center for Student Success, the mail room, Student Government Association, the Tornado Alley Shoppe, and the Storm Cellar game room and lounge.

Margaret M. Sells Hall (1927)

Houses the Office of Advancement, the Information Technology Help Desk, the photography studio, faculty and staff offices, and classrooms.

Memorial Chapel (1932)

Is the site of chapel services, convocations, and meetings. On the lower level are classrooms, practice rooms, and faculty offices for the Music Department.

Mitchell Hall (1985)

Is a residence hall and office building of five separate

Campus

units, four that can house either men or women and one unit used by the athletic department.

Nicewonder Hall (2011)

Houses classrooms, Career Services, the Exercise Science Laboratory, a conference room, the Macintosh computer lab, as well as science and nursing simulation laboratories.

Parks Field and outdoor athletic facilities (2002)

The baseball field, softball field, soccer field (Parks Field), and six tennis courts are located on the west end of campus, and a new track and field complex was completed in 2024.

Parks Hall (1962)

Is a residence hall for 102 women with a game room, study areas, kitchen, laundry facilities, a private guest room, and the Office of Safety and Security.

Pauline Massengill DeFriece Place (1976)

Is the campus welcome center and houses the Office of Enrollment Management and the Marketing department.

The Snider Honors Center (1949)

Is located in a former campus residence on the east end of campus. It houses the Jack E. Snider Honors Program as well as faculty offices (the King College of Arts and Sciences).

Student Center Complex (2002)

Serves as the main competition arena for varsity basketball, volleyball, acrobatics & tumbling, and wrestling. It houses most of the coaches' offices, a concession stands, Hall of Fame Room, the Jeff Byrd Board Room, athletic training room, weight room, cardiovascular equipment areas, an indoor running track, lounge areas, and locker rooms for men's and women's basketball, men's and women's volleyball, and visitor's lockers for both men and women. The gym seats 1,200 for sporting events.

Tadlock Wallace (1921)

Is the location of the Peeke School of Christian Mission, the Chaplain's Office, and faculty offices (the King College of Arts and Sciences). Once used as the home for King presidents, its living spaces are often used for meetings and classroom spaces.

White Hall (1976)

Houses classrooms, science and nursing laboratories, and faculty offices for the sciences, mathematics, and nursing.

The Women's Auxiliary Building (1918)

Served as the institution's dining hall through December 1982. It is occupied by the Performing and Visual Arts Department, and has been converted to a small black-box theatre; it also contains a tech theatre workshop, costume and stage storage, an antique print shop, and faculty offices.

INSTRUCTIONAL SITE LOCATIONS

While King's main campus is located in Bristol, Tennessee, King also offers courses in Virginia.

Abingdon, VA, Southwest Virginia Higher Education Center, One Partnership Circle

Alumni

King has more than 18,000 alumni in 45 countries around the world. King alumni live out the core mission of excelling as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

ALUMNI ENGAGEMENT

Through Service:

- Ambassador – Promote King University to prospective students and the community
- King Family Legacy – Encourage family members to attend King University
- Guest Lecturer or Speaker – Volunteer in the classroom, in chapel or other events
- Leadership – Serve on the Alumni Advisory Council
- Mentor – Provide trusted guidance to one or more students
- Volunteer – Join our volunteer committee or attend one of our service events

Through Participation:

- Prayer – Pray for the University, its students and community
- Give Back – Donate to the University
- Alumni Surveys – Participate in shaping our university and alumni programs
- Events – Attend university sponsored events:
 - Dogwood Homecoming Weekend
 - KingFest
 - Regional Alumni Gatherings
 - Chapel
 - Convocation
 - Commencement
 - Athletics
 - Faith and Culture Speaker Series
 - Performing and Visual Arts

STAY CONNECTED

King Magazine – The official university alumni magazine

E-Tornado – Our alumni bi-weekly electronic newsletter contains campus news, information on upcoming events, and personal and professional updates on alumni.

King Alumni Website – Visit www.king.edu/alumni for the latest alumni news, events, and resource links. You can also read stories about King alumni on the Alumni Spotlight page.

Social Media – Our social media sites are avenues where alumni can engage in the conversation with fellow alumni and students regarding current events, university news and announcements.

Show your pride by claiming King on your social media by listing us as your alma-mater.



CONTACT INFORMATION:

Contact the Director of Alumni and Community Engagement by calling 423-652-6399 or emailing alumni@king.edu. Visit the alumni web page at king.edu/alumni.

Policies—Admissions

ADMISSIONS

All students who seek admission to King University must complete the Application for Admission by visiting www.king.edu/apply.

A complete application packet for admission may vary depending on the degree program selected. Please check the catalog for specific application packet requirements for each degree option available.

When an application packet has been fully completed with the receipt of all required items, it is reviewed by the Office of Admissions. The Office of Admissions considers a number of factors in making admissions decisions that include high school preparation, high school GPA, test scores, community service and involvement, and recommendations. Students who fail to meet the minimum expectations for regular admission may be granted conditional acceptance.

Accepted New Freshman and Transfer applicants should submit the enrollment deposit, as required, and complete the Confirmation of Enrollment form upon receipt of acceptance. This deposit enables the student to register for classes. The deposit is refundable if requested before May 1 for the Fall semester and before the start of classes for the Spring and Summer semesters.

All acceptances to King University are offered provisionally, with the understanding that the acceptance offer is contingent on the student successfully meeting all requirements of the enrollment process, including review of any disclosed criminal convictions. Omission or falsification of information on the application for admission may result in the denial of the application or revocation of admission and dismissal from the university.

King affirms Christian values; however, we do not require that students be Christian. Each undergraduate student is required to earn 10 Chapel and Convocation

credits per semester. Students are also expected to respect and to comply with the Community Life Standards.

ACADEMIC PREPARATION

For admission as a new freshman, King University requires an official transcript from a school providing secondary education or the recognized equivalent of such (e.g. passing the HiSET exam or General Educational Development (GED) certificate). This includes students who have completed a secondary school education in a homeschool setting approved under state law.

A student's final high school transcript including all completed high school coursework and exact date of graduation serves as proof of a high school diploma. Official final high school transcripts must be signed and sent directly from the high school (or homeschool official) through an approved electronic transcript service or mailed in a sealed envelope. If we are unable to validate a student's high school diploma, the student will not be eligible for federal financial aid. There is no appeal process should this situation occur.

Generally, an applicant's high school preparation should include:

- Four credits of English/Language Arts;
- Three credits of Mathematics;
- Three credits of Social Studies;
- Three credits of Science;
- One credit of Physical Education & Health.

Applicants must have a minimum high school grade point average of 3.0 (on a 4.0 scale). An applicant who has below a 3.0 high school GPA may submit an essay and, optionally, academic recommendations and be reviewed by the faculty Admissions Committee or, in the event the committee is unavailable or unable to review the applicant in a timely manner, a panel consisting of the Provost, the Associate Vice President for Enrollment Management, and the Director of

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Admissions. Upon review, the applicant may be granted acceptance, granted conditional acceptance, or denied acceptance. Conditional acceptance means that the student will be limited to a 14-16 semester-hour course loads in the first semester. Additional requirements, such as mandated meetings with Student Success, may also be imposed. Conditional acceptance does not impose an academic sanction.

A new freshman is any applicant who has attempted 12 or fewer semester hours of college-level course work after high school graduation. A student who has attempted 13 or more semester hours of college coursework after the completion of high school is considered a transfer student. Please visit catalog policy Applying as a Transfer Student in the Admissions Policies section for the admissions criteria for transfer students. A student who is applying for admission to the Associate of Arts or an undergraduate Adult and Graduate Studies program should visit the catalog policy Application Packet Requirements for Undergraduate AGS Programs, also found in the Admissions Policies section of the Catalog. For information regarding academic standards review, please visit the Academic Standing policy.

ADVANCED STANDING

The institution encourages well-prepared students to move ahead in their academic programs at a rate commensurate with their aptitude and previous academic experience. Accordingly, a number of programs are available which permit qualified applicants to seek advanced standing or to receive college credit following a satisfactory performance by examination.

Applicants for admission who participate in the Advanced Placement Program of the College Entrance Examination Board and achieve a grade of three (3) may receive advanced placement in appropriate subject areas without college credit. Students scoring four (4) or five (5) will be granted college credit.

Students enrolled in the institution are granted exemption from basic courses when their level of preparation enables them to progress to more advanced courses. This is particularly true in Foreign Languages, Mathematics, and English. Interested students should inquire of the appropriate academic department chairperson for further particulars.

Most freshman and transfer students will be asked to complete tests used for placement into appropriate courses.

For information regarding College Level Examination Program (CLEP) of the College Entrance Examination Board, testing, and other Prior Learning Assessment, please reference the *Prior Learning Assessment* policy within the *Academic Policies* section of the catalog.

APPLYING AS A NEW FRESHMAN

An application for admission as a new freshman is complete when the following materials have been submitted:

1. A completed application form (along with essay, if required).
2. Official transcripts of all high school courses and grades (must include a minimum of six completed semesters).
3. OPTIONAL: Scores from either the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or the American College Testing Program (ACT).

Students educated at home should follow the same procedures as any other candidate for the freshman class. A high school transcript and documentation or a high school diploma or its equivalency (e.g., GED, HiSET, etc.) should be presented.

APPLYING AS AN INTERNATIONAL STUDENT: NEW FRESHMAN

In addition to meeting all of the undergraduate admissions requirements listed in the Catalog,

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International Student applicants desiring F-1 student status are required to provide the documents listed below.

PLEASE NOTE: King University only issues I-20s to students accepted into a face-to-face undergraduate program taught on the Bristol campus.

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, room, and board for one semester (minus any scholarships), plus student accident insurance, dorm damage deposit, and application fee. Upon receipt of the deposit, the student will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

Please note, based on the Student and Exchange Visitor Program (SEVP) Policy Guidance S13.1 (Conditional Admission) applicable to 8 CFR 214.3(k), SEVP regulations prohibit the issuance of a FORM I-20 based on conditional admission.

International New Freshman Admission Requirements

1. *A completed application for admission:*
apply.king.edu (along with essay, if required)
 - A \$50.00 non-refundable application fee will be charged during the student's first semester.
2. *Educational Records.*
 - Unofficial (*or in progress*) documents may be submitted for review during the application and admission process; however final, official documents are required before accepted and deposited students may register for their second semester.
 - For transcripts to be considered as final, official documents, institutions must forward final, official transcripts directly

from the school to the Registrar at King University and must include:

- i. all grades,
 - ii. completion of secondary education equivalent to a US High School Diploma,
 - iii. signature of principal or other official at the school,
 - iv. official seal from the institution,
 - v. graduation date, and
 - vi. official documentation of successfully completed IGCSE, O-level exams, A-level exams, or other official documentation providing evidence of college preparation and allowing admission to a university in the home country or country of graduation.
3. *Official Credential Evaluation* of high school transcript from an AICE or NACES-approved credential evaluation organization.
 - Students may request Credential Evaluations while coursework is still in progress; however, students are required to update the Official Credential Evaluation once coursework is complete. Final, official Credential Evaluations must be submitted prior to registering for the second semester.
 - Official high school Credential Evaluations must include:
 - i. grade point average on 4.0 scale
 - ii. completion of secondary education equivalent to a US High School Diploma,
 - iii. graduation date, and
 - iv. evaluation of IGCSE, O-level, A-level or other official documentation which provides evidence of college preparation and allowing admission to a university in the home country or country of graduation.

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4. *Official English Proficiency Scores* *waived if English is an official language of student's country of birth or country of citizenship (<https://www.cia.gov/the-world-factbook/countries/>).
 - TOEFL- 84
 - IELTS- 6
 - PTE- 56
 - Duolingo- 100
 - SAT- 1000
5. **OPTIONAL:** Scores from either the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or the American College Testing Program (ACT).
6. *Proof of available funding for one year.*
 - Completed and notarized Sponsor's Statement of Financial Support along with financial documents (no more than six-months old) showing financial ability to cover the cost of attendance for one year of study. This includes tuition, fees, room, board, health insurance, accident insurance, and any other fees associated with attending King University.
 - **OPTIONAL:** Completed dependent form with passports for each dependent. Students must show evidence of additional funding in their financial documentation to cover the cost of all dependents (spouse and/or children). This includes room, board, health insurance, and any other expenses incurred for each dependent.
7. *Official English translations of all documents* (e.g. bank statements, immunization forms, etc.) related to the admissions process.
8. *Copy of Passport*

APPLYING AS A TRANSFER STUDENT

Admission Requirements

Transfer candidates for admission to undergraduate degree programs must submit these documents:

1. A completed application form
2. Official transcripts from all institutions of higher education previously attended
3. An official high school transcript or equivalent (e.g., GED, HiSET)
 - Applicants who have completed an associates degree or who have earned a minimum of 60 semester (72 quarter) credit hours acceptable for full credit toward a bachelors degree are not required to submit a high school transcript.

Admission to King University does not guarantee admission to all academic programs. For further information, please see program admission requirements.

Evaluation of Prior Coursework and Previously Earned Degrees from Another Institution

All transfer coursework is evaluated using the following criteria:

- The educational quality of the coursework
- The age of the coursework
- The comparability of the nature, content, and level of the courses presented to King University courses
- The appropriateness and applicability of the coursework to the programs at King University
- The intent of the coursework, i.e. whether it is designed for transfer

Only grades of C- or higher will qualify a course as transfer credit. A maximum of 76 semester hours of accepted credit may be applied to a student's King University academic program.

The *Transfer Credit Acceptance* policy explains how previous courses above the level of general education courses may be submitted for review. Applicants should also refer to the *Transfer Credit Acceptance* policy for information related to the recognition of a previously earned degree and waiving of the General Education requirements.

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Graduation Requirements

All transfer students must complete a minimum of 48 semester hours at King University. All King University students must complete 124 semester hours to graduate. At least one-third of the coursework in a student's major discipline must be completed at King University.

Hours transferred that are neither general education credits nor courses applied to the student's major will be classified as general electives.

Traditional Candidates

Candidates for admission to Traditional programs who have earned fewer than 13 semester hours of college coursework must have earned a cumulative GPA at prior institutions of 2.0 on a 4.0 scale and meet the requirements for New Freshman as stated in Catalog policy *Applying as a Freshman* and *Academic Preparation*.

An applicant who has below a 2.00 cumulative college GPA may, upon the recommendation of the Director of Admissions, be reviewed by the Admissions Committee or, in the event the committee is unavailable or unable to review the applicant in a timely manner, a panel consisting of the Provost, the Vice President for Enrollment Management, and the Director of Admissions. Upon review, the applicant may be granted acceptance, granted conditional acceptance, or denied acceptance.

Conditional acceptance means that the student will be limited to a 14-16 semester-hour course loads in the first semester. Additional requirements may also be imposed. Conditional acceptance does not impose any academic sanction.

Adult and Graduate Studies (AGS) Candidates

AGS Candidates with fewer than 45 semester hours of transferrable college-level coursework may be admitted as degree-seeking under the student's intended program of study. It is highly recommended that these

students complete all General Education requirements and elective hours needed before starting their major coursework.

All AGS transfer candidates entering academic programs must complete the AGS General Education Common Experience requirements.

Because AGS programs are offered in an accelerated format, candidates for admission to a particular program must meet the program's minimum cumulative GPA requirements for credits earned at other regionally accredited institutions. See *Application Packet Requirements for Undergraduate AGS Programs* in this catalog for program specific minimum GPA requirements. Students with a GPA that is lower than a program's minimum GPA may, upon the recommendation of the Director of Admissions, be reviewed by the Admissions Committee or, in the event the committee is unavailable or unable to review the applicant in a timely manner, a panel consisting of the Provost, the Vice President for Enrollment Management, and the Director of Admissions. *Conditional* acceptance means that the student will be limited to a 14-16 semester-hour course loads in the first semester. Additional requirements may also be imposed. Conditional acceptance does not impose academic sanction.

A plan of study for graduation with the student's desired degree program must be created at matriculation.

AGS Program Application Packet Requirements

For specific AGS program application packet requirements, please visit catalog policy *Application Packet Requirements for Undergraduate AGS Programs* and *Application Packet Requirements for Graduate Programs*.

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APPLYING AS AN INTERNATIONAL STUDENT: TRANSFER

In addition to meeting all of the undergraduate admissions requirements listed in the Catalog, International Student applicants desiring F-1 student status are required to provide the documents listed below.

PLEASE NOTE: King University only issues I-20s to students accepted into a face-to-face undergraduate program taught on the Bristol campus.

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, room, and board for one semester (minus any scholarships), plus student accident insurance, dorm damage deposit, and application fee. Upon receipt of the deposit, the student will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

Please note, based on the Student and Exchange Visitor Program (SEVP) Policy Guidance S13.1 (Conditional Admission) applicable to 8 CFR 214.3(k), SEVP regulations prohibit the issuance of a FORM I-20 based on conditional admission.

International Transfer Admission Requirements

1. *A completed application for admission:*
apply.king.edu (along with essay, if required)
 - A \$50.00 non-refundable application fee will be charged during the student's first semester.
2. *Educational Records.*
 - Transcripts from all institutions of higher education previously attended (US and international).
 - i. Unofficial (or in progress) documents may be submitted for review during the application and admission process; however final, official documents are required before

accepted and deposited students may register for their second semester.

- ii. For transcripts to be considered as final, official documents, institutions must forward final, official transcripts directly from the school to the Registrar at King University.
 1. Final, official transcripts from US based higher education institutions must include:
 - a. all grades,
 - b. degree conferral (*if applicable*),
 - c. graduation date (*if applicable*), and
 - d. seal and signature of School Official at the institution
 2. Final, official transcripts from international higher education institutions must include:
 - a. all grades,
 - b. degree conferral (*if applicable*),
 - c. graduation date (*if applicable*), and
 - d. seal and signature of School Official at the institution
- Transfer students who have *not* completed an associates or bachelor's degree in the US, or who have less than 60 semester hours of transferrable coursework must also provide high school transcripts.
- i. Unofficial (or in progress) documents may be submitted for review during the application and admission process; however final, official documents are required before accepted and deposited students may register for their second semester.
3. For transcripts to be considered as final, official documents, institutions must forward final, official transcripts directly from the school to the Registrar at King University and must include:
 1. all grades,

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2. completion of secondary education equivalent to a US High School Diploma,
 3. signature of principal or other official at the school,
 4. official seal from the institution,
 5. graduation date, and
 6. official documentation of successfully completed IGCSE, O-level exams, A-level exams, or other official documentation providing evidence of college preparation and allowing admission to a university in the home country or country of graduation.
4. *Official Credential Evaluation* from an AICE or NACES-approved credential evaluation organization evaluating transcripts from all international institutions of higher education previously attended and, *if applicable*, transcripts from the international high school.
 - Students may request Credential Evaluations while coursework is still in progress; however, students are required to update the Official Credential Evaluation once coursework is complete. Final, official Credential Evaluations must be submitted prior to registering for the second semester.
 - Official Credential Evaluations for institutions of higher education must include:
 - i. all grades,
 - ii. degree conferral (*if applicable*),
 - iii. graduation date (*if applicable*), and
 - iv. evaluation of student's current academic standing.
 - Official high school Credential Evaluations must include:
 - i. grade point average on 4.0 scale
 - ii. completion of secondary education equivalent to a US High School Diploma,
 - iii. graduation date, and
 - iv. evaluation of IGCSE, O-level, A-level or other official documentation which provides evidence of college preparation and allowing admission to a university in the home country or country of graduation.
4. *Official English Proficiency Scores*. This requirement is waived if English is an official language of student's country of birth or country of citizenship (<https://www.cia.gov/the-world-factbook/countries/>), student has completed an Associate's or Bachelor's Degree in the United States, or student has completed English Composition with grade of B or higher.
 - TOEFL- 84
 - IELTS- 6
 - PTE- 56
 - Duolingo- 100
 - SAT- 1000
5. *Proof of available funding for one year*.
 - Completed and notarized Sponsor's Statement of Financial Support along with financial documents (no more than six-months old) showing financial ability to cover the cost of attendance for one year of study. This includes tuition, fees, room, board, health insurance, accident insurance, and any other fees associated with attending King University.
 - OPTIONAL: Completed dependent form with passports for each dependent. Students must show evidence of additional funding in their financial documentation to cover the cost of all dependents (spouse and/or children). This includes room, board, health insurance, and any other expenses incurred for each dependent.

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6. *Official English translations of all documents* (e.g. bank statements, immunization forms, etc.) related to the admissions process.
7. *Copy of Passport*

APPLICATION PACKET REQUIREMENTS FOR UNDERGRADUATE AGS PROGRAMS

All undergraduate AGS programs require:

- Submit a completed application for admission to King University (www.king.edu/apply).
- Submit official transcripts from all prior colleges and universities attended.
 - Applicants with less than a cumulative 2.2 undergraduate GPA on a 4.0 scale may be considered on a conditional basis.
- Submit an official high school transcript.
 - Applicants who have completed an associates degree or who have earned a minimum of 60 semester (72 quarter) credit hours acceptable for full credit toward a bachelors degree are not required to submit a high school transcript.

Bachelor of Science in Nursing for Registered Nurses Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit official transcripts from all prior colleges, universities, and/or diploma programs attended.
 - Applicants with less than a cumulative 2.75 undergraduate GPA on a 4.0 scale may be considered on a conditional basis.
3. Applicants must submit a copy of current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. *
 - Applicant should not be on probation and must report any past or current disciplinary action taken by a State

Regulatory Board directly to the Dean of the School of Nursing.

*Newly graduated students from an associate degree program may be admitted to the RN-BSN program on provisional status. Provisional status is contingent upon the successful completion of the NCLEX-RN exam during the first semester of enrollment. Provisional status will be lifted once appropriate documentation is provided to show successful completion of the NCLEX-RN exam.

- Students admitted under provisional status must successfully pass the NCLEX-RN exam within the first semester of the RN-BSN program. Failure to meet this requirement will result in mandatory withdrawal from the program.

Bachelor of Social Work Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit official transcripts from all prior colleges and universities attended.
 - Applicants with less than a cumulative 2.2 undergraduate GPA on a 4.0 scale may be considered on a conditional basis. Students are expected to maintain a minimum GPA of 2.2 while in the program.
3. Submit specific application requirements for the Social Work program.
 - Required demographic information.
 - Required self-assessment.
 - A 300-500 word personal statement using the provided prompts.
4. Applicants whose application packet requires further review or discussion will be asked to participate in an interview with the Program Committee (via video conferencing online, by telephone, or in-person).

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Bachelor of Arts in Interdisciplinary Studies K-5 Licensure (Elementary Education) Application Packet Requirements*

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit official transcripts from all prior colleges and universities attended.
 - Applicants with less than a cumulative 2.75 undergraduate GPA may be considered on a conditional basis.
3. Complete the Praxis Core Academic Skills Assessment. Applicants with ACT composite scores of 22 or higher or SAT math/verbal scores of 1020 or higher are exempt.

*All students will complete the formal process for admission to Teacher Education in EDUC 2030 - Introduction to Education. *For general program admission requirements, please see Teacher Education under Academic Programs.*

APPLICATION PACKET REQUIREMENTS FOR GRADUATE PROGRAMS

Professional Master of Business Administration (MBA) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a baccalaureate degree from a regionally accredited college or university prior to enrolling. Students should have coursework, earning a C- or better, in the following:
 - Statistics
 - Finance
 - Economics
 - Accounting
 - Computer applications, including spreadsheet and database applications (recommended)

Students who do not meet the above course requirements will be enrolled in the

following Business Principles Seminars in the appropriate semester of the program:

- BUSA 4890 Statistics
- BUSA 4891 Economics
- BUSA 4892 Accounting
- BUSA 4893 Finance

The business principles seminars must be completed as a necessary part of the MBA curriculum and must be completed prior to the start of the corresponding course in the MBA program.

Evaluation in the prerequisite courses will be pass/fail. Students who fail to successfully complete a prerequisite class will not be permitted to continue their enrollment in the MBA program until the required course is successfully completed or an alternative prerequisite is substituted for the course.

3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit a 750-1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history and career goals.
5. Submit the names and email addresses of two professional or academic recommenders for an automated request.
6. Submit a resume, demonstrating a minimum of two years of full-time work experience.

Traditional Master of Business Administration (MBA) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a Bachelor's degree from a regionally accredited college or university prior to enrolling.

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3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit the names and email addresses of two professional or academic recommendations for an automated request.
5. Submit a resume.
6. Submit a 750 -1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history and career goals.
7. Participate in an interview with the MBA Program Coordinator.

Master of Education (MEd) in Curriculum and Instruction (for students seeking initial teacher licensure) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit the names and email addresses of two professional or academic recommenders for an automated request.
5. Receive a passing score on research-based writing sample in current APA format (prompt provided).
6. Interview with School of Education Graduate Admissions Committee.

An applicant who lacks one or more of the admission criteria will be reviewed by the MEd Admissions

Committee on an individual basis, and may be considered for admission with conditional status.

MEd students may transfer up to six credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the MEd Program.

Master of Education (MEd) in Curriculum and Instruction (for students who are in a job-embedded position as the teacher of record in a school) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.25 on a 4.00 scale in undergraduate work is required OR a minimum of 3.5 in the academic major for the related teaching endorsement.
4. Submit score on Praxis II: Content Knowledge in the teaching endorsement.
5. Submit names and email address of two professional or academic recommenders for an automated reference request.
6. Receive a passing score on a research-based writing sample in current APA format (prompt provided).
7. Interview with School of Education Graduate Admissions Committee.

An applicant lacking any one of the admission criteria will be reviewed by the Graduate Admissions Committee on an individual basis, and may be considered for admission with conditional status.

If a candidate is admitted on conditional status, all deficiencies must be rectified by the last day of the first semester for the candidate to remain enrolled in the program.

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Master of Education (MEd) in Leadership Application Packet Requirements

1. A completed application for admission to King University (www.king.edu/apply).
2. Evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.
3. Official transcripts from all colleges/universities attended.
4. A minimum cumulative grade point average of 3.0 on a 4.0 scale.
5. Copy of active teaching license.
6. Names and email addresses of two licensed administrators in the school district in which you are employed or have been employed within the last five years.
7. Receive a passing score on research-based writing sample in current APA format on the provided prompt. Applicant may select a scholarly paper from a course taken in the past if it meets the provided criteria.
8. Interview with School of Education Graduate Admissions Committee.

An applicant who lacks one or more of the admission criteria will be reviewed by the School of Education Graduate Admissions Committee on an individual basis and may be considered for admission with conditional status.

MEd students may transfer up to six credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the MEd Program.

Education Specialist (EdS) in Leadership Application Packet Requirements

1. A completed application for admission to King University (www.king.edu/apply).
2. Evidence of completion of a bachelor's degree from a regionally accredited college/university prior to enrolling.

3. Evidence of completion of a master's degree from a regionally accredited college/university prior to enrolling.
4. Official transcripts from all colleges/universities attended.
5. A minimum cumulative grade point average of 3.0 on a 4.0 scale for graduate work.
6. Copy of active teaching license.
7. Names and email addresses of two licensed administrators in the school district in which you are employed, or have been employed within the last five years.
8. Receive a passing score on research-based writing sample in current APA format on the provided prompt. Applicant may select a scholarly paper from a graduate course taken in the past if it meets the provided criteria.
9. Current C.V. or resume.
10. Interview with School of Education Graduate Admissions Committee.

An applicant who lacks one or more of the admission criteria will be reviewed by the School of Education Graduate Admissions Committee on an individual basis and may be considered for admission with conditional status.

EdS students may transfer up to six credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the EdS Program.

Master of Healthcare Administration (MHA) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a Bachelor's degree from a regionally accredited college or university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this

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requirement may be considered for a conditional acceptance on a case-by-case basis.

4. Submit a 750-1000 word personal statement, indicating interest in the program, professional preparation, academic experience, job-related history, and career goals.
5. Submit the names and email addresses of two professional or academic recommendations for an automated request.

MHA students may transfer up to six (6) graduate credits with a grade of B or higher from regionally accredited colleges or universities pending review of syllabus and approval by Master of Healthcare Administration faculty.

Master of Social Work (MSW) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of completion of a Bachelor's degree from a regionally accredited college or university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be considered for a conditional acceptance on a case-by-case basis.
6. Submit MSW program specific requirements for Admission.
 - Complete demographic information.
7. Submit the names and email addresses of two professional or academic recommendations for an automated request.
8. Submit a curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other

relevant information relating to the applicant's experiences.

9. Submit a statement of purpose (prompt provided upon application).
10. Interview with MSW Program Coordinator and/or faculty.
11. Advance Standing candidates must submit copy of Final Field Evaluation from BSW program.

*Pending admission to the program, a background check must be completed by the student prior to beginning course work. See *Application Considerations* in MSW program section.

An applicant who lacks one or more of the admission criteria may be considered for admission with conditional status. Conditional status requires an applicant meet certain conditions either prior to beginning the MSW program or concurrent with enrollment in the MSW program. Applicants accepted conditionally will be notified of necessary conditions that must be addressed prior to full acceptance being granted to the program. Full acceptance is required to continue in the MSW program.

MSW students may transfer up to six (6) credits of graduate study from another CSWE accredited institution MSW program to be credited toward core or elective program requirements at King pending review of syllabus and approval by Master of Social Work faculty.

King University BSW-MSW Guaranteed Admission

Students completing a BSW degree from King University may apply for guaranteed admission to a MSW program. Students applying for guaranteed admission must meet the following admission criteria:

1. A minimum cumulative undergraduate grade point average of 3.0/4.0 or higher.
2. The student will have received no academic sanctions during the BSW program.

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3. The application must include:

- a. Internal references:
 - i. Reference from Program Director of BSW
 - ii. Reference from Field Director
- b. Resume
- c. Field Evaluation

Guaranteed admission is contingent on time of application and seats available per semester.

Master of Science in Nursing (MSN) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit evidence of graduation from an accredited baccalaureate nursing program with a minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
 - A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be conditionally accepted.
4. Submit evidence of satisfactory completion of the following undergraduate courses with a course grade of C or better:
Statistics, Nursing Research/Evidence Based Practice, and Health Assessment (as separate courses or integrated concept).
Pathophysiology is highly recommended for the nurse practitioner concentrations.
5. Applicants must submit a copy of current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Regulatory Board directly to the Dean of the School of Nursing.

6. Submit a personal essay- prompt provided by the Office of Admissions.
7. Optional Interview.
8. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience.
9. Submit names and emails of two recommenders. Prefer at least one academic and one professional. (Note: Applicants for guaranteed admission to the MSN program must submit the names and emails of three recommenders. See below for details.)

Students completing a BSN degree from King University may apply for guaranteed admission to a MSN program during the final semester of the BSN program. Students applying for guaranteed admission must meet the following admission criteria in addition to those listed above:

1. A minimum cumulative undergraduate grade point average of 3.5/4.0 or higher.
2. Application must include two academic and one professional recommendation.
3. The student will have received no academic sanctions during the BSN program.

Guaranteed admission is contingent on time of application and seats available per semester.

All students should be computer literate with ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, presentation software with voice-over or screencasting ability.

An applicant who lacks one or more of the admission criteria will be reviewed by the MSN Admissions Committee on an individual basis and may be considered for admission with conditional status.

MSN students may transfer up to **six (6) credits** of approved graduate study from another accredited

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institution and program to be credited toward core or elective program requirements at King.

Courses being transferred must have been assigned a grade of B or higher and must have covered content which is required for a particular core course or specialty program concentration. To request transfer credit, the student must obtain the *Authorization for Acceptance of Prior Graduate/Doctoral Work* form from the Office of Registration and Records. This completed form, along with an official transcript verification of the course and course description must be submitted to the Office of Registration and Records, which will be reviewed by School of Nursing faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified.

Doctor of Nursing Practice (DNP) Application Packet Requirements

1. Submit a completed application for admission to King University (www.king.edu/apply).
2. Submit official transcripts of all academic work.
 - For applicants to MSN-DNP program: A baccalaureate and master's degree in nursing with a GPA of 3.25 or higher from a program accredited by the Accreditation Commission for Nursing Education (ACNE) or the Commission on Collegiate Nursing Education (CCNE) is required. Other master's degrees from an accredited university to include but not limited to a Master's in Business Administration, a Master's in Public Health, a Master's in Health Education, or a Master's in Healthcare Administration will also be considered.
 - For applicants to BSN-DNP program: A baccalaureate degree in nursing with a GPA of 3.0 or higher from a program accredited by the Accreditation Commission for Nursing Education (ACNE) or the Commission on

Collegiate Nursing Education (CCNE) is required.

3. Submit a 300-500 word essay describing the reason for seeking a DNP completed in current APA format.
4. Submit a current curriculum vitae demonstrating professional endeavors and accomplishments, education, career, experience, professional memberships, community service/volunteer/military experience and professional scholarly accomplishments.
5. Applicants must submit a copy of their current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. Applicant should not be on probation and must report any past or current disciplinary action taken by a State Regulatory Board directly to the Dean of the School of Nursing.
6. Submit a copy of advanced practice nursing license and specialty certification, if applicable.
7. Submit verification of *Post-Baccalaureate Clinical and Practice Hours* document completed by the candidate's graduate nurse program if applying to MSN-DNP program.
8. Admission exam is not required, but GRE scores may be submitted if applying to MSN-DNP program.
9. Provide the names and email addresses of three recommenders. At least one should be from a former dean or academic faculty and one from a current or former supervisor.
10. May be asked to participate in a face-to-face, phone, or electronic interview with nursing faculty.
11. It is highly recommended, but not required, to provide evidence of the successful completion of a graduate level statistics course within five (5) years prior to program matriculation if applying to MSN-DNP program.

King University BSN-DNP Guaranteed Admission

Students completing a BSN degree from King University may apply for guaranteed admission to the

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BSN-DNP program during the final semester of the BSN program. Students applying for guaranteed admission must meet the following admission criteria in addition to those listed above:

1. A minimum cumulative undergraduate grade point average of 3.5/4.0 or higher.
2. Application must include two academic and one professional recommendation.
3. The student will have received no academic sanctions during the BSN program.
Guaranteed admission is contingent on time of application and seats available per semester.

All students should be computer literate, with the ability to send and download attachments, conduct database searches, and possess competence in word processing, spreadsheets, and presentation software with voiceover or screencasting ability.

Application Timeline: Applications for admission will be accepted starting January 1 and will continue through **June 1** prior to the desired fall semester start date. Early application is encouraged in order to qualify for financial aid.

The DNP Admissions Committee will review all complete applications, select the candidates who meet the set criteria and rank them based on their ability to successfully complete the program. After evaluation of the candidates' files, the DNP Admissions Committee will schedule interviews and administer timed writing samples with the candidates. Once interviews and writing samples are complete, the DNP admissions committee will assign an admission status to each applicant. The admission status will be one of the following:

1. **Admitted**

The student meets or exceeds all required admissions criteria and, therefore, is fully admitted to the DNP program without any conditions.

2. **Provisionally Admitted**

The Committee may grant provisional

admittance to applicants who do not yet meet all of the admission requirements (anticipated completion of a final semester of a degree program or a single course) but have been able to demonstrate they have been academically successful in the past. The DNP Admissions Committee will work with such students to develop an action plan and timeline for achieving the admitted status.

3. **Conditionally Admitted**

The student does not meet the minimum grade point average admission requirement; however, the DNP Admissions Committee will permit the candidate to enter the program as long as the agreed upon conditions are satisfactory met by the student. A signed learning contract is required for this level of acceptance.

4. **Admission Denied**

The DNP Admissions Committee believes the applicant is not likely to succeed in the DNP program; therefore, the committee will deny acceptance.

The DNP Admissions Committee typically makes its decision within two weeks after the application submission deadline. The Admissions Office will notify applicants of the status of the DNP Admissions Committee review in writing or by email.

The DNP program is an academically rigorous program developed to prepare nursing leaders who integrate Christian faith, scholarship, service, and career into their daily lives. King University seeks students who desire lifelong learning in a Christian environment. Admission to the DNP program is competitive but does not focus on a single factor to determine the best candidates. Decisions for admission will be based on demonstrated academic achievements, work history and performance, leadership ability, community involvement, writing ability, and the ability to successfully develop, implement and evaluate a translational research project.

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Upon acceptance to the DNP program, a student wishing to transfer courses from other institutions for credit may request that completed doctoral course work be considered for transfer. A maximum of six (6) semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for doctoral credit and must carry a grade of B or better. Courses considered for transfer credit must be from an accredited college or university program. Clinical coursework and courses graded as pass/fail cannot transfer.

To request transfer credit, the student must obtain the *Authorization for Acceptance of Prior Graduate/Doctoral Work* form from the Office of Registration and Records. This completed form, along with an official transcript verification of the course and course description must be submitted to the Office of Registration and Records, which will be reviewed by School of Nursing faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified.

APPLYING AS AN INTERNATIONAL STUDENT: GRADUATE

In addition to meeting all of the graduate admissions requirements listed in the Catalog, International Student applicants desiring F-1 student status are required to provide the documents listed below.

PLEASE NOTE: King University only issues I-20s to students accepted into a face-to-face graduate program taught on the Bristol campus.

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, room, and board for one semester (minus any scholarships), plus dorm damage deposit. Upon receipt of the deposit, the student will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

Please note, based on the Student and Exchange Visitor Program (SEVP) Policy Guidance S13.1 (Conditional Admission) applicable to 8 CFR 214.3(k), SEVP regulations prohibit the issuance of a FORM I-20 based on conditional admission.

APPLYING TO CERTIFICATE AND POST-BACCALAUREATE PROGRAMS

Undergraduate Certificate

All applicants to undergraduate certificate programs must supply the following:

1. A completed application for admission to King University (www.king.edu/apply).
2. Official transcripts from all institutions of higher education previously attended
3. An official high school transcript or equivalent (e.g., GED, HiSET)
 - Applicants who have completed an associates degree or who have earned a minimum of 60 semester (72 quarter) credit hours acceptable for full credit toward a bachelors degree are not required to submit a high school transcript.
4. Applicants whose application requires further review or discussion will be asked to participate in an interview with the Program Committee (via video conferencing online, by telephone, or in-person).

Post-Graduate Certificate

All applicants to the post-graduate certificate programs in nursing must supply the following:

1. A completed application for admission to King University (www.king.edu/apply).
2. Official transcripts from all colleges/universities attended.
 - Applicants must have completed an MSN from an ACEN or CCNE accredited program, with a cumulative GPA of 3.0 or higher.
3. Two letters of recommendation. One academic (former nursing instructor) and one from a professional source.

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4. Copy of current curriculum vitae including professional organization memberships and activities and community service.
5. Copy of current unencumbered Registered Nurse license with privileges to practice in any state where practicum hours will be completed. Copy of APN License if applicable. Copy of certificates in area of clinical specialization (if applicable)

Optional interview – applicant will be notified by admission committee. Admission exam is not required.

Applicants to the post-graduate certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2022) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Depending on the review of previously completed MSN courses the accepted student's starting date/semester may differ from the time of acceptance. For example, if all courses planned for Semester 1 were completed during a prior MSN degree, then the accepted student may not have any required course work until the 2nd semester following their acceptance into the program. The starting semester/start date is determined in part by the gap analysis, and will be as soon as possible (based upon course offerings) to the acceptance date.

Post-Baccalaureate Programs

All applicants to undergraduate post-baccalaureate programs must supply the following:

1. A completed application for admission to King University (www.king.edu/apply).
2. Official transcripts from all institutions of higher education previously attended
3. An official high school transcript or equivalent (e.g., GED, HiSET)
 - Applicants who have completed an associates degree or who have earned a minimum of 60 semester (72 quarter)

credit hours acceptable for full credit toward a bachelors degree are not required to submit a high school transcript.

4. Copy of active teaching license.
5. Applicants whose application requires further review or discussion will be asked to participate in an interview with the Program Committee (via video conferencing online, by telephone, or in-person).

APPLYING FOR READMISSION TO KING

A student who has not been enrolled for at least one semester and has not yet completed a degree may apply for readmission. If a student has already earned a degree from King and wishes to pursue a different degree, they must apply to the new degree program as a new student. Students must complete the appropriate forms at www.king.edu/apply and provide official transcripts for any coursework completed while away from King.

The student will be notified by the Admissions Office if there are any holds on their account preventing registration. The student is responsible for contacting the appropriate office to resolve any outstanding issues. Students may not register for courses if they have any outstanding transcripts. The transcripts must be official and show no coursework as in progress. Students may receive transfer credit for courses that correspond or are equivalent to courses taught at King.

To determine whether a student's catalog requirements will change or if course credits taken previously at King may expire, please review catalog policy *Time Limit for Completion of Degree Requirements* in the *Academic Policies* section of the catalog.

Undergraduate

An undergraduate student who left King in good academic standing may be considered for readmission with a cumulative grade point average of 2.0 or higher in coursework completed at all institutions.

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Graduate

A graduate student who left King in good academic standing may be considered for readmission with a cumulative grade point average of 3.0 or higher in coursework completed at all institutions.

Readmission to a Specific Program

Some academic schools may require additional approvals for readmission to specific programs. For more information on re-admitting to a specific program, please contact the Office of Admissions.

Readmission Following Academic Suspension or Dismissal due to a Student Conduct Violation

A student who has been academically suspended or dismissed due to a student conduct violation may apply for readmission by observing the following procedures:

1. Students must complete the appropriate forms at www.king.edu/apply and provide official transcripts for any coursework completed while away from King.
2. Submit a statement, of approximately 300 words, that addresses why you desire to return to King and steps you plan to take to be successful in completing your plan of study.
 - Students who were dismissed for conduct reasons will be reviewed by the Office of Students Affairs. Careful analysis of the student's attitude, desire to return to the University, perception of the student's probability of success, and review of the student's conduct records will be weighed in making the decision of whether to allow the student to be readmitted.
 - Students who were suspended for failing to meet academic standards will be reviewed by the Office of Academic Affairs. This review will include a review of the student's prior academic record and any coursework completed while away from King. Students who are readmitted will be placed on Academic Probation and

must meet the terms of academic probation to continue at King. Should a student who was previously academically suspended be academically suspended a second time, they are no longer eligible to apply for readmission.

Readmission Following Military Leave

Students called to active duty because of military mobilization will have their academic progress disrupted. If the student is a dependent of a service member or the spouse of a service member who is called to active duty, the student will send a copy of military orders to the School Certifying Official for Veteran Benefits. For information regarding returning to the University following military leave, please reference the *Military Benefits* policy within the *Financial Information* section of the catalog.

PART-TIME STUDENTS

A student who desires to become a degree candidate but not enroll as a full-time student may apply for admission as a part-time regular student. Applications are processed in the same manner as those for full-time students.

NON-DEGREE SEEKING STUDENTS

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree seeking students are not eligible for institutional scholarships or state or federal financial aid. Except in rare cases with strong academic rationale and with approval of the President or Provost, non-degree students may not participate in intercollegiate athletics. Non-degree seeking students may take a maximum of two undergraduate courses per semester. A maximum of two courses may be taken at the graduate level as a non-degree seeking student. See the Non-Degree Seeking section under the Financial Information section for explanation of charges.

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Non-degree seeking students must apply for non-degree seeking admission by completing an application at king.edu/apply and submit the appropriate documentation. To take an undergraduate course as a non-degree seeking student, applicants must submit a high school transcript showing degree conferral or GED/HiSET scores. To take a graduate course as a non-degree seeking student, applicants must submit a transcript showing undergraduate degree conferral. Enrollment as a non-degree student does not guarantee regular admission to the University. The University reserves the right to refuse admission to any applicant if the University, in its sole discretion, determines that the applicant does not have the ability to benefit from the University's instruction or that it is in the best interest of the University or the applicant to do so.

[Note: See Dual Enrollment and Lifelong Learners for admission requirements for those programs.]

DUAL ENROLLMENT STUDENTS

A high school student who desires to take college level coursework while still enrolled in high school may apply as a Dual Enrollment student. Dual Enrollment is for high school juniors (11th grade) and seniors (12th grade) who have a minimum 3.0 cumulative GPA.

Admission Requirements

A completed Dual Enrollment Application including:

- The Application for Dual Enrollment
- Recommendation from a high school principal, guidance counselor, or parent if home schooled. A signature on the application form is required.
- Official high school transcript.
- Parent release form. This must be signed by the parent and student. Applicants over the age of 18 are not required to have a parent signature. Applications with missing signatures, missing class numbers, etc., will not be processed until completed. The student will be contacted by the

Admissions Representative if there are things missing.

Deadlines for Application - All application materials must be received and processed by the Friday before the first day of classes for the semester.

A new *Application for Dual Enrollment* and Dual Enrollment Grant form must be submitted each semester. The Dual Enrollment Grant must be completed online.

Payment arrangements to cover the course cost must be made prior to the start of classes. For more information, please see the Financial Policies section of this catalog.

Deadline for Registration – Registration for dual enrollment students opens on the Friday of registration week each semester. Please refer to the academic calendar for specific dates. The last day to register is the Friday before the first day of classes for the semester.

For more detailed information about Dual Enrollment at King University, including application, course cost, grant opportunities, refund policy, and registration dates, please visit www.king.edu/dualenrollment

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TRADITIONAL STUDENT AND ADULT AND GRADUATE STUDIES COST STRUCTURE

Traditional Cost Structure

The cost of attending King University includes tuition, a comprehensive fee, the cost of books and course materials, and personal expenses which will vary.

For the 2025-2026 academic year, the cost structure for full-time students carrying a normal load, between 12 and 20 hours, excluding any special course fees, is:

Academic Year 2025-2026

	<u>Semester</u>	<u>Year</u>
Full-Time Tuition	\$17,795	\$35,590
Comprehensive Fee	\$987	\$1,974
Add for Boarding Student:		
Room*	\$2,842	\$5,684
Board	<u>\$2,871</u>	<u>\$5,742</u>
Total	\$24,495	\$48,990

*Plus a one-time \$100.00 damage deposit

NOTE: Room in Hyde Hall: \$2,942/semester

All students taking 12 hours or more, regardless of academic classification, shall pay tuition and the comprehensive fees of a full-time student. Financial Aid may be applied to the tuition and fees of degree-seeking students only.

Summer Term

Traditional students may enroll in up to 12 s.h. of coursework at the tuition rate listed below for summer term. Any traditional student enrolled in more than 12 s.h. in the summer term will incur an overload fee. Information about overload fees is available in the Additional and Part-Time Fees Policy within this section of the catalog.

Tuition (per semester hour) \$400

<u>AGS Program</u>	<u>Cost per s.h.</u>
AA	\$350
BA: English	\$350
BA: IDST-Elementary Education	\$350
BBA	\$350
BS: Accounting	\$350
BS: Criminal Justice and Criminology	\$350
BS: Cybersecurity and Cloud Computing	\$350
BS: Healthcare Administration	\$350
BS: History	\$350
BS: Psychology	\$350
BSN: Nursing (RN-BSN)	\$350
BSW	\$350
Post-Baccalaureate English as a Second Language	\$365
Post-Baccalaureate Special Education	\$365
Professional MBA	\$605
Traditional MBA	\$6500/semester
MED: Curriculum and Instruction	\$365
MED: Leadership	\$450
EDS	\$650
MHA	\$605
MSN: Adult-Gerontology Acute Care Nurse Practitioner	\$680
MSN: Family Nurse Practitioner	\$605
MSN: Nurse Leadership & Administration	\$605
MSN: Pediatric Nurse Practitioner	\$605
MSN: Psychiatric Mental Health Nurse Practitioner	\$680
MSW	\$610
Post-Grad Certificate: Adult-Gerontology Acute Care Nurse Practitioner	\$680
Post-Grad Certificate: Family Nurse Practitioner	\$605
Post-Grad Certificate: Nurse Educator	\$605
Post-Grad Certificate: Psychiatric Mental Health Nurse Practitioner	\$680
DNP	\$750
DNP (BSN-DNP)	\$750

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ADDITIONAL AND PART-TIME FEES

Dual Enrollment Students

Students are charged \$100 per semester hour. Books and supplies are not included in this charge and are the responsibility of the student.

Payment for the full amount of the course is expected by the tuition due date. Payments are accepted in the form of cash, checks, credit card, or online payments at <https://payments.king.edu>. There is a 2.9% fee for all credit/debit card payments.

A late fee of \$100 will be charged to all accounts with an outstanding balance greater than \$500 by the first day of the semester.

Information about the TN Dual Enrollment Grant can be found in the Financial Aid Policies section of this catalog.

Part-Time Traditional Degree Seeking Students

Students working towards a degree will be charged \$600 per semester hour for all hours up to but not including 12 hours. Part-time students pay a \$120 comprehensive fee.

Non-Degree Seeking Students

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree students do not qualify for financial aid and are considered to be part-time.

- **Undergraduate Courses:**

Students who are not working toward a degree will be charged the published program rate and are limited to a maximum of two undergraduate courses per semester. If a student takes courses in different programs the higher program rate will prevail for all courses, regardless of level.

- **Graduate Courses:**

Students who are not working toward a degree will be charged the published program rate. Non-degree seeking students are limited to a maximum of two graduate courses.* If a student takes courses in different programs the higher program rate will prevail for all courses, regardless of level.

*Students completing an additional MBA concentration will be permitted to enroll as non-degree seeking students in the three graduate courses required for the concentration. Those students will be charged the MBA-Online program rate for all courses.

Lifelong Learners

King University offers a select set of collegiate courses for adults aged 60 and over. Adult learners audit non-credit classes at King's main campus in Bristol, Tennessee, free of charge.

SPECIAL FEES AND CHARGES

Special fees and charges are not eligible for payment through institutional financial aid. Those are:

- **Audit Fees**

Students auditing a course; that is, attending a class as a listener receiving no credit; will be charged \$70 for each semester hour scheduled. An audit fee will not be charged to a student already paying the fees of a full-time student. Audit fees are not refundable.

- **Background Check**

Students majoring in Education, Nursing, and Social Work are required to complete a Background Check to meet the standards of the clinical agencies associated with the field of study. Students are responsible for all fees associated with the background check. There is a \$65 fee for each background check.

Nursing students in the following programs are required to complete a background check upon admission to the program: pre-licensure BSN,

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RN-BSN, MSN, post-MSN certificates and DNP. Students may be required to complete additional background checks per clinical agency protocol.

- **Business Principles (PMBA):**

Professional MBA students who do not have undergraduate coursework in Statistics, Accounting, Economics, Finance, or Marketing will be asked to enroll in two-week online Business Principles seminars to be completed concurrently with the MBA major coursework. These seminars are offered in the aforementioned subject areas and provide the student with a basic understanding of the subject matter prior to enrolling in a graduate-level course. The fee is \$150 per course.

Note: This fee is not covered by VA Benefits

- **Graduation Fee**

A one-time fee is required of all graduating students as follows:

- Bachelors Candidates \$125
- Certificate Candidates \$175
- Masters Candidates \$175
- EdS Candidates \$175
- Doctoral Candidates \$250

Note: The fee is not refunded for students not participating in the graduation ceremony.

- **Laboratory Science Breakage Fee**

The cost of science laboratory breakage will be paid by the student as determined by the course instructor.

- **Late Fees**

A late fee of \$100 will be charged to all accounts with an outstanding balance greater than \$500 by the first day of the semester. To avoid cancellation of the student's registration and enrollment, their account must either be paid in full by the designated due date, have payment arrangements made by secured financial aid, be enrolled in the payment plan, or have employer

reimbursement documents submitted to the Business Office.

Note: This fee is not covered by VA Benefits

- **Music Fee**

A fee of \$350 per semester is charged for registration for applied music courses. The course fee is non-refundable after the first 10 days of class. A fee waiver is available to Music and Music Education majors/minors for the second applied music course taken during a single semester. Students taking three or more applied music courses to fulfill major requirements will only have one course fee waived.

- **Online Tech Fees**

A \$100 fee is charged for each online course for Adult and Graduate Studies students.

- **Overload Fee - Traditional Students**

For fall and spring terms, there is an additional charge of \$300 for each semester hour taken above twenty (prorated for fractional hours). For summer term, there is an additional charge of \$200 (a total of \$600 per hour) for each semester hour taken above 12 s.h. Please see Limitation of Hours policy for more information. Overload fees are not refundable.

Note: This fee is not covered by VA Benefits

- **Private Residence Hall Room Fees**

A student may request a private room for an additional fee: \$200 per semester for single room occupancy and \$350 per semester for double-room occupancy.

Note: This fee is not covered by VA Benefits

- **Residence Hall Room Deposit**

When a room deposit is paid during the Spring semester for the upcoming Fall semester, the student may cancel and request a refund by the last business day of May. When a room deposit is paid during the Fall semester for the upcoming Spring semester, a refund must be requested by

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January 1. Otherwise, the room deposit is non-refundable.

Note: This fee is not covered by VA Benefits

- **Residence Hall Damage Deposit**

A damage deposit of \$100 must be paid by each resident student. Damages for which the student is held responsible will be charged annually against the student's account. There must always be a \$100 deposit on the account. Upon final residency at King University the \$100 deposit, less any charges for the year, will be returned.

Note: This fee is not covered by VA Benefits

- **Teacher Education Fees**

A per-semester fee of \$150 is charged for all students enrolled in a semester-long clinical experience. This applies to undergraduate, post-baccalaureate, and graduate programs in the School of Education. It does not apply to practicums, internships, and observations which total less than 150 on-site hours per semester.

- **Vehicle Registration**

All students must register their vehicle online via the Student Portal. There is an \$90 parking fee for the year for Traditional students. For students bringing a vehicle for the Spring semester only, there is a \$45 fee. There is no charge for Adult and Graduate Studies students.

Note: This fee is not covered by VA Benefits

NURSING FEES

Students in the nursing programs will be charged fees to cover program and/or course supplies and resources. Program fees are outlined below:

Pre-licensure BSN Fees

1. **\$65 Background Check Fee** – Charged upon admission to the program. Students may be required to complete additional background checks per clinical agency protocol.
2. **\$75 School of Nursing Documentation Fee**- charged upon registration to the program.

3. **\$200 NCLEX Prep**- Charged when registered for NURS 4200. An additional \$50 is charged if NURS 4200 is repeated.

4. **\$475 Clinical lab supplies, electronic testing, and course materials**- Charged upon registration to the program. *Non-refundable*.

5. **Drug Screen Fee**- All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through the clinical documentation management system. Initial drug screens are included in the School of Nursing documentation fee. Each additional drug screen cost is \$40.

6. **Liability Insurance Fee (included in first semester clinical fees)**- One-time fee for liability insurance charged during a student's first semester of enrollment in nursing courses. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.

7. **Licensure Exam Preparation Software**- Charged each semester.

- Students admitted in 2024: \$756 charged each semester.
- Students admitted in SP25: \$900 charged each semester.
- Students admitted in FA25 and later: \$992 charged each semester.

RN-BSN Fees

1. **\$12 Research Resources**- Charged each semester.
2. **\$40 Liability Insurance Fee**- One-time fee for liability insurance charged during a student's first semester of enrollment in nursing courses. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her

Policies—Financial Information

student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.

3. **\$65 Background Check Fee** – Charged upon admission to the program. Students may be required to complete additional background checks per clinical agency protocol.
4. **\$75 School of Nursing Documentation Fee**- Charged upon registration to the program.
5. **Drug Screen Fee**- All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through the clinical documentation management system. Initial drug screens are included in the School of Nursing documentation fee. Each additional drug screen cost is \$40.

MSN Fees

All MSN students are charged the following fees:

1. **\$12 Research Resources**- Charged each semester.
2. **\$65 Background Check Fee** – Charged upon admission to the program. Students may be required to complete additional background checks per clinical agency protocol.
3. **\$65 Liability Insurance Fee** - One-time fee for liability insurance charged during a student's first semester of enrollment in nursing courses. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.
4. **\$75 School of Nursing Documentation Fee**- Charged upon registration to the program
5. **Drug Screen Fee**- All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through the clinical documentation management system. Initial drug screens are

included in the School of Nursing documentation fee. Each additional drug screen cost is \$40.

Additional fees are applied based on the student's concentration. Those are outlined below.

Students in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits** - Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$1333 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5080, 5081, 5082

Students in the Family Nurse Practitioner (FNP) Concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits** - Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$1000 Advanced Practice Nursing Administration Fee** - Charged upon registration to 5018, 5019, 5023, 5024

Students in the Psychiatric Mental Health Nurse Practitioner (PMHNP) Concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee**- Charged upon registration to the program.
2. **\$275 Health Assessment Kits**- Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$2000 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5078, 5079

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Students in the Pediatric Nurse Practitioner (PNP)

Concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits** - Charged upon registration to 5004
3. **\$1000 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5018, 5021, 5023, 5025

Post-Graduate MSN Certificate Fees

All Post-Graduate Nursing students are charged the following fees:

1. **\$12 Research Resources** - Charged each semester.
2. **\$65 Background Check Fee** - Charged upon admission to the program. Students may be required to complete additional background checks per clinical agency protocol.
3. **\$65 Liability Insurance Fee**- One-time fee for liability insurance charged during a student's first semester of enrollment in nursing courses. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.
4. **\$75 School of Nursing Documentation Fee** - Charged upon registration to the program
5. **Drug Screen Fee** - All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through the clinical documentation management system. Initial drug screens are included in the School of Nursing documentation fee. Each additional drug screen cost is \$40.

Additional fees are applied based on the student's program. Those are outlined below.

Students in the Post-Graduate Adult Gerontology Acute Care Nurse Practitioner (AGACNP) certificate program are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits**- Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$1333 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5080, 5081, 5082

Students in the Post-Graduate Family Nurse Practitioner certificate program are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits**- Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$1000 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5018, 5019, 5023, 5024

Students in the Post-Graduate Nurse Educator certificate program are charged the following fees:

1. **\$275 Health Assessment Kits**- Charged upon registration to 5004

Students in the Post-Graduate Psychiatric Mental Health Nurse Practitioner certificate program are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits**- Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$2000 Advanced Practice Nursing Administrative Fee**- Charged upon registration to 5078, 5079

Policies—Financial Information

DNP Fees

All DNP students are charged the following fees:

1. **\$12 Research Resources-** Charged each semester.
2. **\$65 Background Check Fee** – Charged upon admission to the program. Students may be required to complete additional background checks per clinical agency protocol.
3. **\$65 Liability Insurance Fee-** One-time fee for liability insurance charged during a student's first semester of enrollment in nursing courses. King assumes no responsibility for students' employment or volunteer activities. If a student is employed as a nurse or other health care worker independent of his or her student role, the University has neither insurance nor responsibility. Legal liability is the responsibility of the student.
4. **\$75 School of Nursing Documentation Fee-** Charged upon registration to the program.
5. **Drug Screen Fee-** All students are required to complete a drug screen upon admission to the program and as required per clinical agency protocol. Drug screens must be completed through the clinical documentation management system. Initial drug screens are included in the School of Nursing documentation fee. Each additional drug screen cost is \$40.

Additional fees are applied based on the student's program. Those are outlined below.

Students in the BSN-DNP: Adult Gerontology Acute Care Nurse Practitioner (AGACNP) concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits-** Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.

4. **\$1333 Advanced Practice Nursing**

Administrative Fee - Charged upon registration to 5080, 5081, 5082

Students in the BSN-DNP: Family Nurse Practitioner concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits-** Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$1000 Advanced Practice Nursing Administrative Fee** - Charged upon registration to 5018, 5019, 5023, 5024

Students in the BSN-DNP: Psychiatric Mental Health Nurse Practitioner concentration are charged the following fees:

1. **\$100 Clinical Encounter Fee** - Charged upon registration to the program.
2. **\$275 Health Assessment Kits-** Charged upon registration to 5004
3. **\$617 Clinical Skills and Certification Prep** – Charged upon registration to the program.
4. **\$2000 Advanced Practice Nursing Administrative Fee-** Charged upon registration to 5078, 5079

GENERAL FINANCIAL INFORMATION

All tuition and fee charges must be paid by the tuition due date, no later than the first day of the semester.

Students are responsible for all charges on the student account. The institution reserves the right to refer uncollected account balances to a collection agency. If a period of 60 days passes without any activity on an account with an unpaid balance, a 30-day notice letter is sent to the student. If no payment is received within the next 30 days, the account is placed in collections. The student will be responsible for paying the collection fee, which may be based on a maximum

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percentage or up to 40% of the delinquent balance, together with all costs and expenses, including attorney fees for the collection of the unpaid balance. A delinquent account may be reported to major credit bureaus.

The general process of inflation, which produces an increased cost of living, bears a special weight on the Institution, and it is likely that this will necessitate an increase in student fees from time to time. Therefore, the institution reserves the right to change tuition and fee costs as well as deferred payment and collection procedures at any time.

All charges to students are subject to subsequent audit and verification. Errors will be corrected by appropriate additional charges or refunds.

Student Accident Insurance Policy

All full-time traditional undergraduate students attending King University are automatically enrolled in the *Student Accident Insurance Plan*. The fee for this coverage will be charged to the student's account and may NOT be waived. Additional information regarding the plan can be found on the student portal under My Finances.

Traditional Boarding Fees and Meals

All students living in university residence halls must pay boarding fees. There are two (2) Residential Meal Plans to choose from and plans include "Flex Dollars" which can be used in the *King's Den*. Information on these boarding and commuter plans and adding Flex Dollars, visit the Dining Hall or their website, www.metzking.com. Students with special dietary needs should contact the Director of Dining Services.

Note: This fee is not covered by VA Benefits

Commuter and AGS Meal Plans

There are Meal Plans available and each plan includes "Flex Dollars" which can be used in the *King's Den*. Information on these plans can be obtained in the Dining Hall. Spring semester meal plans do not

transfer to a future semester. All commuter plans, if not used, are not refundable.

Note: This fee is not covered by VA Benefits

Payment Online

King University offers online services for your convenience in making payments on your student account. There is a 2.9% fee applied to all credit/debit card payments. You may access the system at <https://payments.king.edu>.

A student will enter their last name and birthdate. The student will then enter credit card information, including expiration date and security code. Once a student clicks "submit," the payment will be credited to the student account the following business day.

Payment by Check

When paying by check, a student expressly authorizes their account to be electronically debited or bank drafted for the amount of the check plus any applicable fees. The use of a check for payment is acknowledgement and acceptance of this policy and its terms and conditions.

The institution reserves the right to charge a collection fee of \$25 on any returned check. Repeated returned checks will result in the loss of check cashing privileges in the Business Office.

Deferred Payment Plan

The institution offers as a service to students and their parents a deferred payment plan that is administered by a third party. The plan allows families to budget educational expenses in convenient monthly payments. There is no interest charged since this is not a loan. There is a non-refundable enrollment fee per semester charged by the payment plan provider. Monthly payments will be automatically debited from the designated bank account or charged to the designated credit card. Refer to the student portal for more information.

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PAYMENT OF STUDENT ACCOUNTS

The Business Office will issue bills for the appropriate tuition and comprehensive fees to registered students approximately four to six weeks prior to the start of each semester. **Failure to receive a bill does not exempt a student from the timely payment of charges.** Payments are accepted in the form of cash, checks, credit card, wire, payment plan, or online payments at <https://payments.king.edu>. There is a 2.9% fee for all credit/debit card payments.

To avoid any potential cancellation of registration each semester, all student accounts must either be paid in full by the designated due date, have payment arrangements made by secured financial aid, be enrolled in the payment plan, or be enrolled using employer reimbursement with the documents submitted to the Business Office.

Charges and Financial Aid awards shown on the Billing Statement are based on the student's account at that time. As changes occur in a student's registration, the charges and financial aid may fluctuate as well.

Students must accept the financial aid award package for the aid to be reflected on the account.

Book Vouchers

Students with a credit balance on their accounts may request via the student portal a book credit voucher to be used to purchase textbooks through King University's third-party vendor. A credit balance occurs when all financial aid sources are fully processed, and the funds are received or accepted by the student. The book credits will be available approximately three weeks prior to the start of each semester. Individual availability is dependent on the completion of the award letter and the financial aid package.

REFUNDS

Refunds of Tuition and Fees

If a student drops a course that has been verified, then the following tuition refund schedule will be followed.

Fifteen Week Course Refunds:

- 90% refund during week 1
- 75% refund during week 2
- No refund Week 3 & later

Modular Course Refunds:

A modular course is shorter than full term and does not span the entire payment period of enrollment (Ex. Five, Seven, or Eight Week Courses)

- 90% refund during week 1
- No refund Week 2 & later

Refunds of Room and Board

When a student moves out of the residence hall during a term for which the student has been charged, a pro-rated refund of room and board charges will be made through the first eight weeks, based on the whole number of weeks remaining in the semester.

Refund of Credit Balances

A student's account reflects charges and fees, as well as payments and financial aid. When there is an excess of credit amounts greater than the debit amounts, a credit balance exists.

A federal credit balance (or Title IV credit balance) exists when the total amount of Title IV federal student aid exceeds the allowable charges for the semester.

When a credit balance exists on a student account, as the result of an overpayment or from financial aid funds, a refund may be available to the student by the 10th day of classes. Accounts are only eligible for refund after all grant or loan funds have been received and processed by the Financial Aid Office and the Business

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Office. An automatic refund will be issued if the credit balance is a Title IV credit balance.

To otherwise receive a refund, a student check request form must be submitted to the Business Office **each semester**. This form can be completed within the student portal. Refunds will be issued weekly.

When a student leaves the University and a credit balance remains on the student account, that balance will be applied to any institutional debt if applicable. Otherwise, the balance will be refunded to the student.

In cases where there is a conflict in policies and procedures, the following shall be the order of compliance: Federal regulations, state regulations, and lastly, King policies and procedures. For example, Section N of 8VAC40-31-160 (SCHEV Regulations) takes precedence over the University's refund policy unless the regulation conflicts with Federal regulations.

MILITARY EDUCATIONAL BENEFITS

VETERANS AFFAIRS (VA) BENEFITS

Applying for VA Educational Benefits

The admissions process and enrolling in classes must be completed before the University can certify enrollment; however, a student can apply for VA benefits before admittance to the University or enrolling in classes. The average processing time for education claims with the VA is 30 days.

If a student is a service member, veteran, or family member of a service member or veteran, they can apply for the Certificate of Eligibility (COE) by visiting the va.gov website.

Submission of the application will result in the issuance of a Certificate of Eligibility from the U.S. Department of Veterans Affairs. Students with questions or needing assistance completing the application should visit <https://www.va.gov/education/> or contact the VA Education Call Center at 1-888-442-4551.

Certifying Process

Certification is the school's way of notifying VA that a student is enrolled and wishes to use VA Educational Benefits. Changes in enrollment may impact or delay eligibility. It is the student's responsibility to comply with all laws and regulations controlling eligibility and receipt of veterans' benefits. Tuition and fees are submitted to the VA, via the Enrollment Manager website and are based off the start and end date of each Module registered.

King University is only responsible for forwarding the student's claim for benefits and certification of enrollment to the Department of Veterans Affairs, and that further processing on a claim of benefits is controlled solely by the Department of Veterans Affairs. The chapter and percentage of benefits are based on the time of service and other factors evaluated by Veteran Affairs, which is noted on the student's Certification of Eligibility (COE).

The School's Certifying Official (SCO) will process certification of enrollment when the following documents have been submitted.

- Certificate of Eligibility (COE)
- Notice of Eligibility (NOBE)
- King University Veteran Enrollment Agreement
- Student Responsibility Form
- King University VA Enrollment Certification Request Form (*submitted every semester*)

Enrollment certifications will be processed no earlier than ten days before the start of a semester or module, and no later than 30 days after the semester or module starts.

Submission of Required Documents

To ensure that your information is submitted in a safe and secure format, King University has created a link within the student portal to upload any documents. The online submission will guarantee that your information is submitted in a safe and secure format. Therefore, **do not** email or fax copies of documents.

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Please make sure all information is complete and correct. Missing information will delay the certification process. All required documents are submitted through the student portal.

Financial Information

Tuition and eligible fees are submitted to the VA and are based on the start, and end date of each Module registered. The amount certified is the tuition and fees charged to the student after deducting any amount paid with Federal Funds, excluding Federal Financial Aid Programs (Title IV). Examples of fees that are not allowed include, but are not limited to:

- Penalty fees (i.e., late registration, late course changes, returned checks, repeated courses)
- Add/drop course fees
- Fees for any food or lodging expenses, meal ticket fees
- Parking fees that are not required of every student
- Overload fees for course loads that require special permission
- Transportation/transit system fees that are not required of every student

An identifier hold will be placed on the student's account to show what chapter and percent of benefits the student is set to receive towards tuition and fees. No students will be monetarily or academically penalized due to late VA payments, according to PL-115-407 Section 103. VA payments are defined as money received at the institution to be paid toward tuition and eligible fees.

All VA students with the exception of Chapter 33-100% (Post 9/11) and Chapter 31 (Veteran Readiness and Employment) must pay the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement

before the first day of the semester. A late fee of \$100 will be charged to all accounts with an outstanding balance greater than \$500 by the first day of the semester.

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a chapter 31 authorization) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

King University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

The Benefits certified by the University's School Certifying Official (SCO) are as follows:

Chapter 30: Montgomery G.I. Bill^{®1} (Prior Active Duty)

- VA Form 22-1990 or VA form 22-1995 completed with the VA

¹ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

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- DD214 and Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office.

Chapter 31: Veteran Readiness and Employment

- VA Form 28-1900 completed with the VR&E

Chapter 33: Post 9/11 G.I. Bill (Dependent)[®]

- VA Form 22-1990 or VA Form 22-1995 completed with the VA
- Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

Chapter 33 Fiscal Issues: Generally, overpayments of VA benefits are the responsibility of the student. However, there are instances under the Post-9/11 GI BILL[®] (Chapter 33) when an overpayment is created on a school, and funds need to be refunded to VA.

A debt is established at a school when:

- The student never verified for any classes for which they were certified regardless of the reason for non-verification.
- The student completely withdraws on or before the First Day of the Term (FDOT).
- The school received payment for the wrong student.
- The school received a duplicate payment.
- The school submitted an amended enrollment certification, or an amendment in *Enrollment Manager*, and reported reduced tuition and fee charges, reduced “Yellow Ribbon” amount, or reduced both.
- The student died during the term, or before the start of the term.
- VA issued payment above the amount certified on the enrollment certification that was used to process the payment (VA data entry error).
- The student withdraws after the first day of the term.
- The student reduces hours whether the reduction occurred before or during the term.
- The school submitted a change in enrollment (on VA Form 22-1999b, or an Adjustment through *Enrollment Manager*) and reported a

reduction in tuition, fees, and/or Yellow Ribbon due to student action reducing or terminating training.

- If a student drops a course and adds a course so that there is no net change in training time, any change to tuition, fees, and/or Yellow Ribbon.

Chapter 35: Survivors and Dependents

- VA Form 22-5490 or VA form 22-5495 completed with the VA
- Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

Chapter 1606: Montgomery Selected Reserve/National Guard

- VA Form 22-1990 or VA form 22-1995 completed with the VA
- Form 2384-1 Notice of Basic Eligibility (NOBE) and Certificate of Eligibility (COE) must be submitted to the SCO and Financial Aid office

For assistance on the *ArmyIgnitED* website (<https://www.armyignited.army.mil/>), students may call the helpdesk at 1-800-817-9990.

ACTIVE DUTY BENEFITS

Active Duty Discount

Qualified active duty military students and their spouses are eligible to receive a tuition discount upon submission of qualifying military documentation.

What programs are eligible for the discount?

For adult study undergraduate programs (Associates and Bachelors), the tuition rate is discounted to \$250 per credit hour.

Eligibility

Students who meet any of the below criteria may qualify for the discounted tuition rate:

- Active Duty
- Reserve/National Guard
- Spouses of Service Members

Policies—Financial Information

Please Note:

- Service members of the U.S. Armed Forces qualify after basic training has been completed (as defined in 10 U.S.C. § 101(a)(4)).
- The discount is only awarded once acceptable documentation is received and approved. Benefits are not awarded retroactively.

Verification of Military status:

- **Service Members** can submit a Tuition Assistance authorization form or request, an End of Month LES from the last 3 months, the most recent set of Military Orders, a signed and dated letter on an official letterhead from a Commanding Officer containing branch of service, current status, and rank, or an Enlisted/Officer Record Brief from within the last year.
- **Military Spouses** should submit a copy of your Marriage Certificate or License and one of your spouse's military documents.

Please note: Due to government regulations, we are unable to accept Military Identification cards for verification of military service or personal identification. Federal law prohibits copying or reproducing military IDs in any way. You may blackout classified information (Social Security Number, License Number, etc.) on orders, LES, or other military documents submitted.

TN STRONG Act

The Tennessee STRONG (Support, Training, and Renewing Opportunity for National Guardsmen) Act established a program to provide eligible members of the Tennessee National Guard tuition funding toward a first bachelor's or first master's degree or a certificate or diploma from a vocational or technical school through a tuition reimbursement program. This program is used in conjunction with Federal Tuition Assistance to pursue professional and personal self-development goals.

At King, TN STRONG applications and questions are handled by the School Certifying Official, who also handles VA Benefits.

To learn more and/or apply for TN STRONG visit the TN Department of Military site at <https://www.tn.gov/military/programs-benefits/education-incentives/state-ta.html>. There you can review the program eligibility requirements and guidelines and obtain the most current application.

Prior to submission, the application has a section that will need to be completed by King. To initiate this process, submit your form using the appropriate link under the Military Benefits tab in your student portal. The form submitted should include the signature of your Unit/Squadron Commander. Once you submit the form, King will complete its portion and forward on to the appropriate state TA officer. You will be carbon copied on that submission.

At the conclusion of each term, King will send to the state a copy of your unofficial transcript and billing statement so that TN STRONG payments can be processed.

If you have questions, please contact veteranbenefits@king.edu.

Tuition Assistance

Tuition Assistance (TA) is a benefit offered to service members to assist with the cost of tuition. TA typically covers 100% of tuition, up to the \$250 cap per credit hour. The AGS undergraduate tuition rate is reduced to \$250 per credit hour. For additional information on tuition assistance visit <https://www.militaryonesource.mil/benefits/military-tuition-assistance-program/> or contact the Educational Services Office for your branch of service.

Service members must receive approval from their Educational Services Officer (ESO) or counselor within

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the specific Military Service prior to enrolling at King University.

Return of Unearned TA Funds to the Government

Active Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, King University will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

For instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion. Please see Military Leave Policy for more information.

For a student who receives Active Military Tuition Assistance (TA) funding, the following outlines the return of unearned TA funds.

Withdrawal from a 5-week course of 33 days

Day 1-7: 100% Return

Day 8-14: 70% Return

Day 15-20: 40% Return (60% of course is complete)

Day 21: 0% Return

Withdrawal from a 7-week course of 47 days

Day 1-7: 100% Return

Day 8-14: 75% Return

Day 15-28: 50% Return (60% of course is complete)

Day 29 or later: 0% Return

Withdrawal from a 8-week course of 54 days

Day 1-7: 100% Return

Day 8-14: 75% Return

Day 15-28: 50% Return

Day 29-32: 40% Return (60% of course is complete)

Day 33 or later: 0% Return

Withdrawal from a 15-week course of 103 days

Day 1-14: 100% Return

Day 15-28: 90% Return

Day 29-42: 75% Return

Day 43-56: 50% Return

Day 57-62: 40% Return (60% of course is complete)

Day 63 or later: 0% Return

Military Leave

Students called to active duty because of military mobilization will have their academic progress disrupted. If the student is a dependent of a service member or the spouse of a service member who is called to active duty, the student will send a copy of military orders to the School Certifying Official for Veteran Benefits. To assist students during unexpected military leave, the University will follow the guidelines below:

- **Academic**

The student withdrawing because of military mobilization shall be withdrawn without penalty (grade of W) and the reason for withdrawal shall be documented in the student's academic record. Individuals withdrawing close to the end of the term at the discretion of the Provost and the course instructor may be permitted to complete the course.

- **Financial**

The student shall incur no personal out of pocket financial liability to King University as a result of being called to active military duty. When the withdrawal date is determined, the withdrawal policies will be applied, and the calculation performed. All balances still owed by the student will be cancelled, and all money paid by the student out of pocket will be refunded.

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- **Readmission**

When the military obligation has been satisfied, the student may be re-enrolled at King University by completing the readmission process. The student's academic standing will be the same as it was at the beginning of the term during which the student left for military duty.

There will be no negative satisfactory progress repercussions for withdrawal due to being called for active duty. All academic scholarships controlled by the University at the time of withdrawal will be reinstated if the student is re-enrolled.

NOTE: For information on refund and repayment policies at King University, see catalog section entitled, *Refunds*.

Policies—Financial Aid

REQUIREMENTS FOR FINANCIAL AID

A completed application for financial aid at King University includes the following:

1. Apply for admission to King University and be accepted as a degree-seeking student.
2. Complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for Title IV aid (i.e. federal grants, loans, and work study), TN state aid and some institutional gift aid.
3. The FAFSA is available as of October 1 each year at www.studentaid.gov. Students are encouraged to apply as early as possible to meet priority deadlines. Applicants should use King University's federal school code of **003496**.
4. When the FAFSA is processed, students will have access to their FAFSA Submission Summary. Students should review this report for accuracy and make corrections if needed.

SOURCES OF FINANCIAL AID

Financial assistance is available each year to King students in the form of grants, scholarships, work study, and student or parent loans. These may come from federal, state, private or institutional sources. Work-study opportunities on the Bristol campus are available on a limited basis.

In addition to King institutional grants and scholarships and private sources of assistance, students may be eligible for the following federal and state programs of financial assistance:

- Federal Pell Grant
- Federal Supplemental Educational Grant (SEOG)
- Federal Direct Graduate PLUS Loan
- Federal Direct PLUS Loan for Parents
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal TEACH Grant
- Federal Work Study Program (FWS)
- Tennessee Hope Scholarship

- Tennessee Student Assistance Award (TSAA Grant)
- Tennessee Reconnect Grant
- Other Tennessee state programs

Students should always investigate outside sources of aid for college. Many businesses, civic organizations, churches, etc. offer outside scholarships. For those who are eligible, money is available from Veterans' benefits, vocational rehabilitation, and Army ROTC. High school guidance often have resources about protentional scholarships. Students may also seek private education loans from a lender of their choice to help cover expenses.

TN DUAL ENROLLMENT GRANT

The TN Dual Enrollment Grant is available to high school juniors and seniors who are residents of the state of TN and enroll in college courses at an eligible postsecondary institution. Students may receive the Dual Enrollment Grant for up to 10 lifetime courses by maintaining all eligibility requirements per the Tennessee Student Assistance Corporation and achieving a minimum 2.0 cumulative GPA for all postsecondary courses attempted while receiving the grant. Amounts paid are as follows:

- Tuition/fees for courses 1 – 5
- \$100/credit hour for courses 6 – 10

Applicants must be a TN resident and submit the Dual Enrollment Grant application online by June 30th for all semesters (Fall, Spring, and Summer).

Please check the TSAC (Tennessee Student Assistance Corporation) website for additional information at www.collegefortn.org/dualenrollment/.

GENERAL FACTS

1. Students who are residents of Tennessee and are eligible for the Pell Grant may also be eligible for the Tennessee Student Assistance Award. Students seeking Tennessee TSAA grant must file the FAFSA

Policies—Financial Aid

as soon as possible after October 1st and before the priority deadline of April 15th. The University will not replace lost state funding.

2. The FAFSA is processed using a federal formula which determines the family's ability to contribute toward the cost of the student's education. This is called the Student Aid Index (SAI). Eligibility for Federal Pell Grant, TSAA Grant, other financial aid programs, and King institutional need-based grants is determined by processing this form.
3. Financial assistance may consist of a combination of grants, scholarships, loans or work study. The amount allocated to the student in either of these categories may vary from year to year. Some changes in financial aid may be based on changes to a student's SAI calculated annually from filing the FAFSA.
4. Families with unique financial circumstances may complete a Professional Judgment Request Form in the Financial Aid Office. These will be considered on an individual basis.
5. Federal Pell Grant, federal direct loans, and Tennessee Hope Scholarship may be available for the Summer term depending on the student's enrollment status, eligibility and availability of funds. Institutional grants and scholarships are not available in the Summer term.

FINANCIAL AID GENERAL POLICIES

1. Financial aid is awarded for one academic year. A new FAFSA application must be submitted annually for US Citizens and eligible noncitizens in order to receive federal, state, and/or institutional gift aid.
2. Self-paying students opting not to file a FAFSA will be eligible for only the academic merit scholarship and the Bell scholarship (if on-campus resident). Students must complete the FAFSA to be eligible for all other types of institutional gift aid.
3. A financial aid recipient must be accepted for admission, pursuing a qualified degree, and enrolled

at least half time (6 hours for undergraduate students and 4.5 hours for graduate students) for most types of aid. Pell Grant eligible students may be awarded for less than full time enrollment based on enrollment intensity. Changes in enrollment may result in a modified award package.

4. The cost of attendance budget, built under federal regulations, will include both direct and indirect costs (i.e. cost of tuition and fees, books, living expenses, travel, and miscellaneous personal expenses).
5. Academic scholarships from King are renewable while the student maintains satisfactory progress toward a degree. Scholarship recipients will renew scholarships contingent upon achieving the required cumulative grade point average at the end of the Spring semester. Current students who receive early award notification prior to final grades being posted may have the award cancelled or modified if final grades in the spring do not reflect the required cumulative average GPA for satisfactory progress.
6. If a student is selected for verification by King or by the federal processor, the Financial Aid Office may request additional information as necessary to determine eligibility.

Refusal/failure to submit required verification documentation will result in the cancellation of financial aid.

7. Financial aid offers in Pending status must be accepted or declined by the student on the King University Financial Aid Portal. Funds from outside sources are credited to the student account when received. Money earned through student employment is paid directly to the student.
8. First time borrowers accepting student loan offers must complete a Master Promissory Note (MPN) and Entrance Counseling online at www.studentaid.gov.

Policies—Financial Aid

9. Outside scholarships may reduce loans or University grant sources. Students must report any additional outside assistance to the Financial Aid Office.
10. Students dismissed from a Student Work Study position because of unsatisfactory performance may be denied campus employment for the remainder of the academic year or all future years.
11. Endowed financial aid funds are provided by gifts to the institution. These donations underwrite King institutional scholarships and grants that are awarded to students. A student awarded institutional funds may be required to participate in the Donor Thank You program in which a thank you letter must be submitted. Failure to adhere to this policy could result in cancellation of this aid.
12. A student's enrollment in a program of study abroad approved for credit by King may be considered for the purpose of applying for Title IV assistance. Students should check with the Financial Aid Office to determine eligibility.
13. The Financial Aid Office reserves the right to review and adjust financial aid offers at any time because of changes in financial situation, academic status, academic program, or enrollment or housing status.
14. Undergraduate students participating in Intercollegiate Athletics may be eligible to receive an institutional athletic scholarship if they are classified as a traditional student with the traditional student cost structure. Undergraduate AGS students are not eligible to receive any form of institutional scholarships or grants. This includes athletic scholarships. Graduate students with remaining eligibility may participate in Intercollegiate Athletics at King, and those athletic scholarships are at the coach's discretion.

TITLE IV FEDERAL AND KING INSTITUTIONAL SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) standards ensure that students are successfully completing coursework towards an eligible degree and continue to receive financial aid. All students receiving financial aid are required to meet SAP standards.

SAP is evaluated annually at the end of the spring semester for students who are in a financial aid eligible program, including both full and part-time enrollment.

Federal regulations require the University to establish, publish and apply standards to monitor student progress toward completing a degree. Any student failing to meet SAP standards will be placed on suspension. Academic performance must meet the SAP standards below.

Enrollment Status

Financial aid recipients must be degree-seeking students enrolled in a program leading to a Bachelor's degree, graduate-level degree, or approved certificate program. Generally, most financial aid requires at least half-time enrollment; however, Pell Grant eligible students may be eligible to receive Pell while enrolled less than half time.

FINANCIAL AID QUALITATIVE STANDARDS

Traditional Undergraduate Programs

Class Level	When this number of hours has been completed:	Required Cum. GPA:
Freshman	0-25	1.6
Sophomore	26-55	2.0
Junior	56-87	2.0
Senior & above	88-graduation	2.0

Adult Studies Undergraduate Programs

Students must earn a cumulative GPA of 2.0 or greater.

Policies—Financial Aid

Graduate Programs

Students must earn a cumulative GPA of 3.0 or greater.

Financial Aid Quantitative Standards

Quantitative Progress or Pace is calculated as follows: The cumulative number of credit hours completed is divided by the cumulative number of credit hours attempted resulting in the Quantitative Progress or Pace. Students are required to maintain a 67% completion rate to remain eligible for financial aid.

NOTE: We recommend that students attempt to average 31 earned hours per academic year to graduate in four years for programs that require 124 credit hours.

Maximum Time Frame

Students must complete their program within 150% of the institutionally defined program length. For example, an undergraduate student must complete their 124 credit program of study within 186 attempted credit hours. A graduate student whose degree program requires 45 credits must complete the program of study within 67.5 attempted hours.

Financial Aid Suspension

Students failing to make Satisfactory Academic Progress will have their Financial Aid eligibility suspended. Students placed on suspension are not eligible to receive financial aid. Students on suspension may submit an appeal to have their financial aid reinstated.

Financial Aid Probation

Students whose appeals are approved by the Committee will be placed on probation or may require an academic plan.

Regaining Eligibility for Financial Aid

Financial aid eligibility may be regained by resolving all deficiencies (quantitative and qualitative). Students who meet the SAP standards at the next evaluation are eligible for financial assistance for their next enrollment period.

FINANCIAL AID APPEALS

When a student is not making satisfactory academic progress (SAP) and their financial aid is suspended, federal regulations allow for certain cases in which the student may submit an appeal to regain their financial aid eligibility. Specifically, if a student experiences mitigating circumstances beyond their control including extended/serious illness, death in the immediate family, or other significant events, these must be appropriately documented for the specific term(s) in which the deficiency occurred.

Appeals must be made to the Financial Aid Office using the *King Financial Aid Satisfactory Academic Progress Appeal* form. Students must also submit all supporting documentation. A student's formal appeal letter should detail the extenuating circumstances that contributed to the student's inability to meet SAP standards. It must also explain what steps the student has taken to address the situation. Students may submit a maximum of two appeals.

Financial Aid Appeal Deadline for Submission

Students failing to meet the SAP requirements will receive an email at their King email address alerting them to the deficiency.

Appeals submitted to the Committee will be reviewed, and adjudicated, within approximately two weeks.

WITHDRAWAL FROM THE UNIVERSITY - RETURN TO TITLE IV CALCULATION

Students who receive Title IV federal financial aid and wish to withdraw from all courses should complete a King University *Withdrawal from University Form* with the Registrar's Office. If a student withdraws without notification, the last date of recorded class attendance will be used as the withdrawal date. If the last date of attendance cannot be determined, the school will use the mid-point of the semester as the withdrawal date.

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When Federal Title IV aid is returned due to the student's withdrawal from all classes within a semester, the student may owe a balance to the University. Students owing a balance should contact the Business Office to make payment arrangements.

If a student receiving Federal Title IV Aid withdraws after completing 60% of the semester/term, no Federal Title IV Aid will be returned. The student is considered to have earned 100% of the Federal Title IV Aid for the semester. The adjustment of aid may have implications for future aid years.

Federal Title IV Financial Aid includes:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Teach Grant
- Federal Subsidized and Unsubsidized Stafford Loans
- Federal Parent Loans for Undergraduate Students (PLUS)

King University will return the Title IV funds in the following order:

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- Federal Plus Loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant
- Federal Teach Grant

RETURN OF INSTITUTIONAL SCHOLARSHIP AND FUNDS

The Financial Aid Office will recalculate King University scholarships for all students who withdraw, drop out, or are dismissed from all courses prior to completing 60% of a semester in accordance with the University tuition refund policy. King University scholarships will be removed when the student is relieved of all semester charges.

Return to Title IV Exemptions

There are 3 exemptions enacted by the Department of Education that exempt a student from going through the Return to Title IV calculation process (per 34 CFR 668.22).

A student is not considered to have withdrawn if the student:

- **Completed Program of Study (applies to ALL students)**

A student who completes all the requirements for graduation from his program before completing the scheduled days in the period is not considered to have withdrawn.

- **Completed Half-Time Enrollment (applies to students in modules ONLY)**

The student must successfully complete Title IV-eligible coursework equal to or greater than what the school considers to be halftime enrollment.

- **Completed Modules Spanning 49% of Countable Days (applies to students in modules ONLY)**

A student is not considered to have withdrawn if the student successfully completes one module or a combination of modules that includes 49% or more of the number of the countable days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.

POST WITHDRAWAL DISBURSEMENTS

If the amount of Title IV aid a student has earned is greater than the amount of aid that disbursed prior to the student withdrawing, a post-withdrawal disbursement may be due. If the student is eligible for a post-withdrawal disbursement of a grant, it must be disbursed within 45 days after the date it is determined the student withdrew. A post-withdrawal disbursement of Title IV grants does not require permission from the student.

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If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. Students will be notified within 30 days of the date it is determined that the student withdrew if they are eligible for Direct Loans (or parents will be notified in the case of Direct Parent PLUS Loans). The notification will include:

- A confirmation deadline of 14 days
- The type and amount of loan funds the student is eligible for, and an option to accept or decline the post-withdrawal disbursement
- A notice of obligation to repay the loan funds
- A post-withdrawal disbursement must be made from available grant funds before available loan funds

If the post-withdrawal disbursement results in a credit balance, the credit will be refunded to the student and/or parent within 14 days after the credit balance has occurred.

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ACADEMIC AMNESTY

Academic amnesty removes grade point factors of a previous semester taken at King from a re-admitted student's cumulative GPA, although course(s) and grade(s) remain on the student's academic record. The course(s) so approved are marked on the transcript "Academic Amnesty."

To fulfill the academic amnesty requirements, a student must complete 12 simultaneous semester hours with at least a 3.0 GPA. There is a limit of two (2) semesters/terms for which a student may seek academic amnesty.

Receipt of academic amnesty is not automatic; it requires the support of the academic advisor and the approval of the Provost. To receive academic amnesty for a semester, a student must:

1. Acquire the *Academic Amnesty* form, available from the Office of Registration and Records as an email attachment.
2. Discuss the semester(s) for which amnesty is sought with the student's academic advisor or Student Success Specialist. If the advisor or Success Specialist supports the request for academic amnesty, the advisor or Success Specialist should sign the *Academic Amnesty* form.
3. Return the signed form to the Office of Registration and Records for final approval by the Provost, who may request an interview with the student before authorizing the amnesty request.

A written response to the student concerning the final disposition of the application will be issued from the Office of Registration and Records. In order to receive amnesty for a semester, certain conditions must be understood:

1. Amnesty affects ALL courses taken during the semester, including credit hours and grades.

2. The amnesty semester is removed from consideration for GPA purposes, and the credit cannot be used for prerequisite or degree requirements. The semester listing of courses and grades remains evident on the academic record, but the classes are marked "Academic Amnesty."
3. The Office of Registration and Records shall determine whether or not the student has met the requirements for academic amnesty.
4. Since CP, P, and W grades do not have numerical equivalents, courses in which the student received these grades are irrelevant to the academic amnesty process.
5. The request for academic amnesty must be approved prior to the student's final semester.

ACADEMIC APPEALS

King University students have the right to appeal academic decisions or to ask for an exception to a university rule or policy on an academic matter by following the process and guidelines outlined below. Note that appeals are only accepted within specific windows of time as detailed in the guidelines.

Appeal of a Program/School/College Policy:

1. Appeals should be in the form of a letter written and signed by the student and submitted electronically to the Dean of the School/College.
2. Letters should clearly and concisely explain the appeal, state the matter being appealed in the first sentence, and include all relevant information in support of the appeal.
3. Appeals must include the following on the first page in the upper left corner.:
 - a. Student's full name
 - b. KU Student ID number
 - c. Postal address
 - d. King email address
 - e. Phone number
4. If appealing a ruling or decision based on an academic policy, the appeal must be

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submitted within 30 days of the ruling or decision.

5. Appeals will be reviewed by the Dean or their designee and a final decision on the outcome of the appeal will be provided to the student in writing, generally within 30 days of the receipt of the appeal.
6. If an appeal is unsuccessful at the Dean of the School/College level, the student may continue the appeal to the Provost.
 - a. Appeals to the Provost should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
 - b. Appeals to the Provost must be submitted within 14 days of the final decision of the Dean of the School/College.
 - c. The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”
 - d. Normally, the Provost/Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student will be notified in writing of the anticipated decision date.
7. Review by the Provost (and/or Academic Standards Committee) is considered the final forum for appeals and all resulting decisions will be considered final.

Appeal of a University Academic Policy:

1. Appeals should be in the form of a letter written and signed by the student and submitted electronically to provost@king.edu.
2. Letters should clearly and concisely explain the appeal, state the matter being appealed in the first sentence, and include all relevant information in support of the appeal.
3. Appeals must include the following on the first page in the upper left corner.:
 - a. Student’s full name
 - b. KU Student ID number
 - c. Postal address
 - d. King email address
 - e. Phone number
4. If appealing a ruling or decision based on an academic policy, the appeal must be submitted within 30 days of the ruling or decision.
5. The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”
6. Normally, the Provost/Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student will be notified in writing of the anticipated decision date.
7. Review by the Provost (and/or Academic Standards Committee) is considered the final forum for appeals and all resulting decisions will be considered final.

Appeal of a Course Grade:

1. A student must first attempt to address and resolve the concern with the instructor of the

Policies—Academic

- course in question. This level of appeal may begin informally (with a conversation or email). Such appeals must be initiated within 30 days of the date grades were required to be submitted for the course.
2. If the student is unable to resolve the matter with the course instructor, the student may continue the appeal with the Program Coordinator or Department Chair of the course.
 - a. Appeals to the Program Coordinator or Department Chair should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
 - b. Appeals to the Program Coordinator or Department Chair must be submitted within 14 days of the final decision of the course instructor.
 - c. The Program Coordinator or Department Chair will, upon receipt of an appeal, provide a written response to the student within 14 days with their final decision or a timeline as to when a decision will be rendered.
 - d. In the event that the course instructor is also the Program Coordinator or Program Chair, then the appeal will skip this step and be made to the Dean of the College/School (see below)
 3. If an appeal is unsuccessful at the Program Coordinator or Department Chair level, the student may continue the appeal to the Dean of the School/College.
 - a. Appeals to the Dean of the School/College should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
 - b. Appeals to the Dean of the School/College must be submitted within 14 days of the final decision of the Program Coordinator or Department Chair.
 - c. The Dean of the School/College will, upon receipt of an appeal, provide a written response to the student within 14 days with their final decision or a timeline as to when a decision will be rendered.
 - d. In the event that the course instructor is also the Dean of the School/College, then the appeal will skip this step and be made to the Provost (see below)
 4. If an appeal is unsuccessful at the Dean of the School/College level, the student may continue the appeal to the Provost.
 - a. Appeals to the Provost should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
 - b. Appeals to the Dean of the School/College must be submitted within 14 days of the final decision of the Dean of the School/College.
 - c. The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or, the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”
 - d. Normally, the Provost/Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student will be notified in writing of the anticipated decision date.
 - e. In the event that the course instructor is also the Provost, the student should consult with the Chief of Staff regarding the process for appeal.

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- f. Review by the Provost (and/or Academic Standards Committee) is considered the final forum for appeals and all resulting decisions will be considered final.

ACADEMIC BREAKS

Within the academic term there may be one or more periods designated as academic breaks. Often, but not exclusively, these are associated with major holidays. The beginning and ending of academic breaks are listed in the Academic Calendar. During academic breaks, no classes will be held, and no academic work may be required of students (no new assignments given, no assignments due, no expectations of engagement in online discussions, etc.).

ACADEMIC STANDING

King University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each semester, grade point averages are calculated and academic standings are determined for all students. All GPA references, including cumulative GPA's, are, based only on King University coursework.

All students will be classified as full-time or part-time degree seeking by the number of hours registered as of the census date of the semester under review. Any student who is certified part-time degree seeking on the census date of the semester must maintain the GPA minimums but does not need to meet the six (6) s.h. rule for any of the academic sanctions.

Students may request in writing to the Registrar's Office, on an individual basis, to have their academic standing recalculated due to a change of grade in the immediately preceding term. In cases where the grade change occurs due to faculty error, no action is required on the student's part; the recalculation will take place automatically in the Office of Registration and Records.

NOTE: Until a no grade (NG) is removed, it is calculated as an F in the semester grade point average. This will sometimes affect a student's academic standing. At the time the NG is removed the Registrar will reevaluate the student's status.

Undergraduate Academic Standing

Academic Concern

A student may be placed on *Academic Concern* if the student was previously in good academic standing and his or her semester GPA falls below the following minimum standards:

- Students who have completed up to 24 s.h. – 1.600 GPA
- Students who have completed 25-48 s.h. – 1.800 GPA
- Students who have completed 49-72 s.h. – 1.900 GPA
- Students who have completed 73 or more s.h. – 2.000 GPA

Students on *Academic Concern* will be considered to be in Good Academic Standing, but the concern shall serve as notice of the risk of losing good academic standing. Students on *Academic Concern* may be asked to comply with requirements intended to assist academic progress, such as, but not limited to, consultations with the Academic Center for Excellence, limitation of course load, or development of an academic plan in consultation with an advisor or Student Success Specialist.

Academic Probation

A student may be placed on *Academic Probation* if the student fails to meet satisfactory progress requirements as defined by the institution, or if the student fails to meet any requirements of *Academic Concern*. A student may be placed on *Academic Probation* for the following reasons:

- Failure to pass at least 6 s.h. in a regular semester.

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- Failure to achieve the following cumulative GPAs:
 - Students who have completed up to 24 s.h. – 1.600 GPA
 - Students who have completed 25-48 s.h. – 1.800 GPA
 - Students who have completed 49-72 s.h. – 1.900 GPA
 - Students who have completed 73 or more s.h. – 2.000 GPA

Cumulative GPAs will be reviewed at the end of each regular semester. New students in the first semester at King will not normally be placed on *Academic Probation* for cumulative GPA. Students on probation will not be considered to be in good academic standing. Students on probation normally may not take more than 16 semester hours in a regular semester and may be asked to comply with requirements intended to assist academic progress, such as but not limited to consultations with the Academic Center for Excellence or development of an academic plan in consultation with an advisor or Student Success Specialist.

A student who fails to comply with any requirements of his or her probation may be placed immediately on *Academic Suspension*. A student's probation status will be reviewed at the conclusion of the next regular semester.

Academic Suspension

A student may be academically suspended from the institution and therefore unable to enroll in courses if the student:

- Fails to pass at least 6 s.h. in a regular semester while on probation.
- Fails to achieve the following cumulative GPA at the end of the academic year after having been placed on probation:
 - Students who have completed up to 24 s.h. – 1.600 GPA
 - Students who have completed 25-48 s.h. – 1.800 GPA
 - Students who have completed 49-72 s.h. – 1.900 GPA
 - Students who have completed 73 or more s.h. – 2.000 GPA
- Fails to achieve the following semester GPA while on probation:
 - Students who have completed up to 24 s.h. – 1.600 GPA
 - Students who have completed 25-48 s.h. – 1.800 GPA
 - Students who have completed 49-72 s.h. – 1.900 GPA
 - Students who have completed 73 or more s.h. – 2.000 GPA

A student who receives notice of an Academic Suspension may submit a written appeal to the Academic Standards Committee to request that the student be allowed to continue at King. Approved appeals will place the student back on Academic Probation for the following semester. A student who chooses not to appeal or whose appeal is denied may apply for readmission after one regular semesters. Upon readmission the student will be placed on Academic Probation following their one semester of suspension.

The Academic Standards Committee may also, at its discretion, place a student on an academic status based on the student's record if it deems it to be in the best academic interest of the student.

Graduate Academic Standing

Graduate students whose cumulative grade point average falls below 3.0 will be placed on academic probation and will remain on probation until their cumulative grade point average is 3.0 or higher. Failure to achieve a semester grade point average of 3.0 or higher during this probationary period will result in academic suspension. Students will have the opportunity to submit a written appeal of the suspension to the Provost. Students who are admitted on conditional acceptance must achieve a grade point

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average of 3.0 during the first semester to avoid being academically suspended.

Students who are suspended must follow the procedures outlined under *Readmission to the Program*. Readmission to the program is not guaranteed and will be based on Admission Committee's evaluation of a student's likelihood to successfully complete the graduate program.

Doctoral Academic Standing

Academic standing for *Doctoral students* is determined by the expectations established by their School.

If two grades of B- or lower are earned the student will be dismissed from the University. For Doctoral students, a grade of B- or below is failing. A failed course must be repeated; a student is only allowed to repeat one course.

AUDITS

A student who wishes to audit a course must register for the course in order to ensure a seat in the classroom. If a student registers as an auditor, the audit can be changed to credit **ONLY** during the first week of classes. If a course is registered for credit, this can be changed to audit until the last day to withdraw from a course with a W. This must be done with permission of the advisor.

Students who wish to register for a course without earning a letter grade or credit may take the course as an audit. Auditors receive no credit.

Auditing a course is permitted only in lecture-based courses and never in courses that include laboratories or performances. Auditing is not permitted in courses that focus on the development of written or oral communication skills or courses that rely heavily on class participation. Auditing is not permitted in independent studies courses, internships, special topics, directed studies, or online/hybrid classes.

Students who wish to audit a class must be aware of the following:

- Forms must be filled out and submitted to The Office of Registration and Records prior to the last day students are permitted to withdraw from a course with a grade of W.
- Student and professor signatures are required on the form.
- The course will appear on the student's schedule as though it had been scheduled for credit.
- The course will appear on the student's transcript with the grading symbol AU. No credit is earned, and the grade-point average is not affected.
- Audited courses are not designated with the AU symbol until all final grades are received.

Courses that are exempt from the policy above are:

- All APMU courses
- MUSC 1110, 1130, 1150, 1170 (musical ensembles)
- THTR 1010, 1011, 1020, 1021 (practica)

AWARDING POSTHUMOUS DEGREES

A family member of a deceased student, who had not completed all degree requirements at the time of his or her death, may request a posthumous degree for such student. Such a request shall be made in writing to the Provost. Upon receipt of such request, the Provost, the President, and the Registrar (the "Panel") will review the student's academic record and consider many other factors, including, but not limited to, whether the deceased student was in compliance with the policies set forth and described in the *King University Catalog* and the *King University Student Handbook*. Following such review and consideration, the Panel will decide whether or not to award a posthumous degree. In no event shall the Panel award a posthumous degree unless at least 75% of the program requirements were satisfied at the time of death. The decision of the Panel is final and not appealable.

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In cases where the Panel determines not to award a posthumous degree, the Panel may choose to award a posthumous certificate of recognition. Such a certificate will recognize a deceased student's progress with respect to the attainment of a degree.

Any award of a posthumous degree or certificate of recognition will be noted on the student's transcript.

CERTIFICATE PROGRAMS

A certificate program is an organized curriculum of credit-bearing courses offered as a distinct area of study that leads to a specific educational or occupational goal, and for which the university awards a certificate upon completion.

Undergraduate Certificates

Undergraduate certificates consist of undergraduate-level courses and generally require 16-28 s.h. of coursework. Some certificate programs may concurrently prepare a student to sit for a licensure examination, receive a professional certification or endorsement, or gain other external credentials.

In addition to the specific requirements and expectations for each certificate program, the following requirements apply to all undergraduate certificate programs:

- To pursue an undergraduate certificate, the student must be admitted to the university.
- Students may pursue a degree and certificate simultaneously or pursue a degree after completing the certificate.
- No more than one-third of the total credits for any undergraduate certificate may be earned through credit by examination, prior-learning credit, internships, or transfer credit from other schools, under current policies for such credit.
- All required coursework for the certificate must be completed with a minimum grade of C- in each course and a minimum cumulative GPA of 2.0.
- Certificate courses may not be taken pass/fail.

- All coursework required for the certificate must be completed within 34 years.
- Undergraduate students may only complete certificates at the undergraduate level.

Graduate Certificates

Graduate certificates consist of graduate-level courses and generally require 12-18 s.h. of coursework. Some certificate programs may concurrently prepare a student to sit for a licensure examination, receive a professional certification or endorsement, or gain other external credentials.

In addition to the specific requirements and expectations for each certificate program, the following requirements apply to all graduate certificate programs:

- To pursue a graduate certificate, the student must be admitted to the university.
- Students may pursue a degree and certificate simultaneously or pursue a degree after completing the certificate.
- No more than 3 s.h. of credit can be earned through transfer credit for graduate coursework at another institution.
- All required coursework for the certificate must be completed with a minimum grade of B- in each course and a minimum cumulative GPA of 3.0.
- Certificate courses may not be taken pass/fail.
- All coursework required for the certificate must be completed within 3 years.
- Graduate students may complete certificates at any level.

CHANGE OF GRADES

When circumstances warrant (e.g. a mathematical error was found in the final grade calculation), faculty may change a previously submitted final grade. In no instance can extra work turned in by the student after grades have been submitted warrant a grade change.

Changes with a written rationale must be made by email to the Registrar once grades have been posted

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through the faculty portal. Any such changes must be made within six (6) weeks of the submission of the final grade. After six (6) weeks, grades will be considered sealed, and any changes will be made only with the approval of the Provost.

CHAPEL AND CONVOCATION CREDIT— TRADITIONAL

The following Chapel and Convocation Credit Policy has been established for the King University community in order to encourage engagement in the Christian faith meaningfully and holistically to create a “transformation of culture in Christ.”

Chapel and convocation attendance is an integral part of what it means to be a Traditional student in the King University community. Chapel is held every Wednesday from 9:15 to 10 a.m. The services are one setting in which individuals from the campus community gather regularly for worship, enrichment, and community building. Students regularly participate in music and other worship activities such as the reading of Scripture, sharing of ministry experience, and being involved through dance, drama, and other artistic expressions.

Convocation, which normally meets on Mondays from 9:15 to 10:00 a.m., provides an intellectual forum for the presentation of ideas that should challenge our ways of thinking about and perceiving the major issues of our culture and the world. Speakers for Chapel and Convocation include campus personalities and outstanding guests from around the world.

Requiring chapel and convocation for Traditional students is a King tradition that has been maintained over the long history of the institution. It is one of the experiences that sets King apart from secular schools and other private religious institutions. We maintain this tradition as a sign of our devotion to a founding principle that King is a worshipping community dedicated to the integration of faith and learning and

transformation of culture in Christ.

Expectations

Whether in a worship service or in convocation gatherings, students are expected to exercise respect and offer attentiveness to our speakers and performers. Distracting or discourteous behavior is unacceptable and will not be tolerated. Cell phones, laptop computers, and iPods should be turned off. Talking and other distracting noises are not acceptable.

All full-time traditional students, regardless of commuter or residential status, are automatically enrolled in a ½-semester hour Chapel and Convocation course each semester and are expected to meet the requirement. There is no additional cost for being enrolled in the Chapel and Convocation course. The course will be graded as a Pass/Fail.

CLASS ATTENDANCE

Students are expected to recognize and accept responsibility for maintaining a pattern of regular and punctual attendance at classes and laboratories. All faculty members will, at the beginning of each semester, distribute to the students a written statement of their attendance policies, which include what penalties might be imposed for excessive absences.

Students that are absent for legitimate reasons, such as serious illness, personal or family emergency, or participation in an official King University activity, should present to the instructors written statements of excuse from an appropriate person, such as a physician, dean, or other University official. When absences can be anticipated, students are responsible for notifying the instructors before the absence occurs and planning to make up missed work.

CLASSIFICATION OF STUDENTS

The classification of students is determined by the Registrar at the beginning of each semester.

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A **full-time degree-seeking student** is one who has satisfied entrance requirements as a candidate for a degree at King and one who is, for the current session, enrolled for not fewer than 12 undergraduate or nine graduate semester hours. This category includes conditionally accepted first-time students. Full-time students are eligible to apply for financial aid.

A **part-time degree-seeking student** is one who has satisfied entrance requirements as a candidate for a degree at King and who, for some acceptable reason, is permitted to enroll for fewer than 12 undergraduate or nine graduate semester hours. Part-time students are eligible to apply for financial aid. Part-time students are usually not eligible to live in the residence halls or to participate in some extracurricular activities.

Regular students are classified according to the number of hours successfully completed as follows:

- **Freshman—0 to 25 hours successfully completed**
- **Sophomore—26 to 55 hours successfully completed**
- **Junior—56 to 87 hours successfully completed**
- **Senior—88 more hours successfully completed**

A **full-time non-degree-seeking student** is one who has not been accepted as a candidate for a degree at King, but gives evidence of ability to pursue work in selected courses and, who is, for the current session, enrolled for not fewer than 12 semester hours. This student is not eligible for financial aid.

A **part-time non-degree-seeking student** is one who has not been accepted as a candidate for a degree at King and, who is for the current session, enrolled for less than 12 semester hours. This student is not eligible for financial aid.

A **post-baccalaureate student** pursuing teaching certification who is classified as a full-time student may apply for financial aid. Institutional aid and federal

student loans are available. Pell grants and state grants are not available at the post-baccalaureate level.

A **graduate degree-seeking student** is any student enrolled in a graduate program.

A **post-graduate certificate student** is one who is pursuing a Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), or Nurse Educator (NE) certificate.

COMPLETING AN ADDITIONAL MAJOR OR ADDITIONAL DEGREE AFTER EARNING A BACHELOR'S DEGREE

Students who have already earned a degree from King and are not enrolled in a graduate program may return and fulfill the requirements of another major. These students must apply for readmission to the institution, declare the appropriate major in the Office of Registration and Records, and register as seniors.

Students who return to King to complete another major must meet all the requirements for that additional major. The major chosen will dictate whether the student is working toward an additional degree or simply an additional major. It will be the student's responsibility to fill out a *Declaration of Major* form in the student portal after matriculation so that a notation can be placed on the transcript upon completion of the additional major.

Students who are seeking an additional major that does not lead to a second undergraduate (Bachelor's) degree will not be eligible for any financial aid. Students that are degree seeking and will receive a second Bachelor's degree may be eligible for Financial Aid. Students should contact the Financial Aid Office before starting an academic program leading to another major.

A student who has completed an additional major that would lead to the degree an alumnus already has (e.g. Bachelor of Arts) may not take part in a second commencement ceremony. However, if the second

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major program of study leads to a different degree (e.g. Bachelor of Social Work), then the student may request to participate in commencement and receive an additional degree.

A minimum of 28 hours must be completed beyond those required for the first Bachelor's degree to be eligible for a second degree. Only those hours earned after the first degree was conferred will be used in the calculation of any academic honor for the second degree. The student must pay a second graduation fee in order to receive the second degree.

COMPREHENSIVE ASSESSMENT OF GENERAL EDUCATION

All students must take the OAK (KING 4020 *Outcomes Assessment at King*) basic subjects test on general education prior to graduation from King University. The student's transcript will indicate that the general education assessment requirement has been fulfilled. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.

COMPREHENSIVE ASSESSMENT OF MAJOR

All candidates for a degree from King are required to demonstrate competency in their major fields. Some programs require a comprehensive examination; others mandate presentation and oral or written defense of a portfolio of their work. Students with more than one major must demonstrate competency in each of their major fields.

A comprehensive assessment will be administered to all students in, or before, the semester that they complete program requirements.

All students will have to Pass according to the minimum requirement of their specific programs. Any student who does not meet the requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met.

A grade of Incomplete for Comprehensive Assessment in a discipline will result in the student's graduation date being moved to the next semester.

COUNTING COURSES FOR MORE THAN ONE REQUIREMENT

Maximum for Double Counting

A maximum of 16 hours may be counted more than once within the parameters outlined below. Although courses may be used to satisfy more than one requirement, no student shall receive credit for a course more than once unless otherwise stated. All undergraduate students at King University must complete 124 semester hours to graduate with a Bachelor's Degree.

Should any student exceed the limitations set by this policy during their course of study, the student must meet with their Program Coordinator and Office of Registration and Records to find an alternative course for substitution.

Double Counting between General Education Requirements and a Major

When there is overlap between requirements for the General Education and requirements for a major, King University will allow eight (8) semester hours to be counted in both the General Education and Major.

Double Counting between Majors, between Majors and Minors, and between Tracks

When there is overlap between requirements for a major and requirements for a second major, King University will allow eight (8) semester hours to be counted in both the majors.

When there is overlap between requirements for a major and requirements for a minor in another discipline, King University will allow eight (8) semester hours to be counted in both the major and the minor.

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When there is overlap between track requirements, King University will allow eight (8) semester hours to be counted in both tracks.

Triple Counting Never Allowed

When there is overlap among requirements for General Education (Core Curriculum), a major, and a minor, a course that could satisfy all can only be used to satisfy two (2) of the three (3).

COURSE SUBSTITUTION

A student or a program coordinator can petition to substitute one course for another within a major program. The substituted course takes the place of a required course. Course substitutions must have comparable subject content to the originally required course or must teach comparable skills.

Course substitution requests must be submitted to the Office of Registration and Records on a *Petition for Course Substitution*. This petition must include a justification that explains how the course to be substituted meets the content and skills components of the originally required course. The *Petition for Course Substitution* must be signed/approved by the Program Coordinator of the student's major program of study.

Students are limited to a maximum of three (3) course substitutions for each program of study in which they are enrolled. Substitutions may not be made across unrelated academic disciplines.

Students must have completed, be currently enrolled in, or have transferred credit to King University for the requested course substitution to be approved.

DECLARATION OF MAJOR

Single Majors

A student working toward a bachelor's degree may declare a major under the catalog in effect at the time of matriculation or any catalog published after the year

of the student's matriculation into the institution. Catalogs issued before a student's entry into King may not be used for a declaration of major.

Majors must be declared when the student has reached 49 semester hours of course work successfully completed or the beginning of the fifth semester, whichever occurs first.

Double Majors

A student who fulfills the requirements for two different majors within a single degree type (e.g., B.A., B.S.) prior to graduation completes a double major. For example, a student may complete a Bachelor of Arts (B.A.) with majors in History and Spanish. The successful completion of all requirements for both majors are required to earn a double major.

Students who are seeking to double major will indicate such on the major declaration request form with the Office of Registration and Records. For double majors, one diploma is issued and both majors are recorded on the student's transcript.

Simultaneous Degrees

A student who fulfills the requirements for two different majors from different degree types prior to graduation will be awarded simultaneous degrees. For example, a student may complete a B.A. in Business and a B.S. in Mathematics. The successful completion of all requirements for each degree, with a minimum of 28 unique semester hours earned in each degree type, is required in order to earn both degrees. Students may not earn simultaneous degrees in the same academic discipline (e.g., a student cannot earn both a B.A. and B.S. in Biology).

Students who are seeking to double major in two disciplines from different degree types will indicate such on the major declaration request form with the Office of Registration and Records. Students seeking simultaneous degrees will be processed as a double

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major up until the point of conferral, at which time two degrees will be conferred. For students who receive simultaneous degrees, two diplomas are issued and both degrees and majors are listed student's transcript.

Students who have earned simultaneous degrees must choose one degree type with which they will march during their Commencement Ceremony. This will also determine the color of the academic hood the student will wear for the ceremony.

DECLARATION OF MINOR, TRACK, OR CONCENTRATION

A student's minor, track, or concentration must be declared under the same catalog as the student's major, unless otherwise approved by the Office of Registration and Records. Detailed requirements for minors, tracks, and concentrations are found in the *Academic Programs* section of the catalog.

Minors

A minor is a declared secondary baccalaureate field of study. It is usually at least 20 semester hours in length and is typically outside one's major area of study. A minor generally consists of a prescribed program of study.

Tracks

A track is a collection of courses within an undergraduate program of study that focuses on a particular subject area. A track is usually at least 12 hours in length and consists of a prescribed program of study.

Concentrations*

A concentration is a collection of courses within a graduate program that focuses on a particular subject area. A concentration is at least nine (9) hours in length and consists of a prescribed program of study.

*Previously, *concentrations* were referred to as *specializations* in select fields of study.

At least one-third of each minor and concentration must be completed at King.

DEFINITION OF CREDIT HOUR AND EQUIVALENCIES

This policy defines a credit hour at King University in accordance with applicable federal regulations and expectations.

King offers courses and programs in a variety of formats using the following designations: face-to-face, online, blended, and hybrid. Hybrid courses are defined as courses that combine face-to-face meetings and online instruction where the majority of instruction is delivered online and the face-to-face component is mandatory and scheduled. Blended programs combine face-to-face meetings and online instruction where the majority of instruction is completed in face-to-face venues. Some courses within the program may be totally online (specialization courses) and some blended programs may have additional requirements such as orientations that may be offered face-to-face or online.

Credit Bearing Courses

A credit hour is the unit of measurement used to indicate the amount of work represented in achieving intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two (2) hours out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in item #1 above for other academic activities including laboratory work, internships, experiential learning, and other academic work leading to the awarding of credit hours.

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King University defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit. The credit hour at King University is based on the traditional 50-minute Carnegie instructional hour in a traditional 15-week semester. Therefore, under the 50-minute Carnegie hour, a one-credit-hour course should have approximately 12.5 hours of instructor-led activities in a 15-week semester (in an on-ground, classroom course).

$$\begin{aligned} 50 \text{ minutes} \times 15 \text{ weeks} &= 750 \text{ minutes} \\ 750 \text{ minutes} / 60 \text{ minutes} &= 12.5 \text{ hours} \end{aligned}$$

When added to the two (2) hours per week that students are expected to engage in research, assignments, and other independent learning activities beyond participation in instructor-led activities (totaling 25 hours in a 15-week semester), students are expected to allocate a minimum of 37.5 hours of academic work per term to earn one credit hour at King University. For completely online courses, students will complete the 37.5 hours of academic work through all learning activities and assignments associated with the course.

For example, for a three-credit-hour course, students are expected to allocate a minimum of 112.5 hours of academic work ($37.5 \times 3 = 112.5$). For a 4-credit hour course, students are expected to allocate a minimum of 150 hours of academic work ($37.5 \times 4 = 150$).

These standards apply to all on-ground, online, and hybrid courses with the following exceptions:

- Laboratories— Laboratory courses, designated as LAB, are tied to a credit-bearing lecture course and the required lab time is included in the amount of academic work expected by the student.
- Internships—Students earn one credit hour for every 50 hours of internship.
- Student Teaching
- Directed Studies
- Experiential Learning

- Practicums
- Clinicals

Zero Credit Courses

Generally, students will earn one or more credits for any course listed in the University's catalog, as determined using the *Definition of a Credit Hour* policy. There are, however, some specific instances in which a course may be assigned zero credit:

- Laboratory courses, designated as LAB, that are tied to a credit-bearing lecture course.
- Seminar courses that are primarily self-directed and designed as a quick primer for students who lack academic background in a particular discipline, such as business principles seminars for graduate business students who do not have an undergraduate academic background in business.
- Orientation or professional development courses that serve primarily to guide students through required processes and are designated as courses primarily as a means of tracking completion.
- Exams required outside a specific course, such as general education assessment (OAK) and major-specific comprehensive assessments, that are designated as courses merely as a means of tracking completion.
- A co-curricular experience that are designated as courses to track participation and completion, such as the required Cross-Cultural Experience.

Students are not charged tuition for zero-credit courses; however, some zero-credit courses may incur a fee (e.g. Business Principles courses in the PMBA) and those are listed in the Additional Fees policy.

All proposed zero-credit courses are submitted to the Educational Policies and Curriculum Committee for review/approval and are approved by the faculty in the same manner a credit-bearing course is approved.

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DIRECTED STUDY COURSES

King University is committed to maintaining the highest level of academic quality and integrity in a student's educational experience. This policy is designed to ensure the quality and integrity of directed study offerings.

Definition

The following points define a directed study course. All requests are subject to approval as noted within this policy.

- Directed study courses are delivered on an individual basis. No more than one student may be enrolled in a course designated as a directed study.
- Directed study courses are approved under extenuating circumstances to provide an opportunity to complete an existing approved course from the Academic Catalog or a course on a special topic.
- Directed study courses are completed when students cannot take the courses when normally scheduled or during a term when the course is not typically offered.
- Not every course is suitable for the directed study model. For example, some courses require group participation for success.

Eligibility and Expectations

The following are eligibility criteria to be considered for approval of a directed study course:

- Students requesting a directed study course must be degree-seeking.
- General education and lower-level courses (1000- and 2000-level) will not be offered through directed study unless special circumstances warrant such an offering.
- The instructor and the student must complete and agree to a learning contract for the directed study experience which includes a syllabus, details of the teaching-learning process, and a proposed schedule of face-to-face or virtual meeting times. This learning

contract is intended to ensure the comparability of the student experience to a regularly offered course.

Requests and Approvals

Students should complete the *Request Form for a Directed Study Course* and obtain the signatures of the professor in charge of the course and their faculty advisor. A directed study course shall be approved at the discretion of the instructor, who reserves the right to decline teaching a directed study course in a given semester.

Once complete and approved by those listed above, the form should be submitted to the Office of Registration and Records and then must be approved by the following:

- Department Chair/Program Coordinator
- School Dean
- Provost

The request form must be accompanied by the required documentation listed on the form, including a syllabus specific to the requested directed study course.

Students will be registered for the directed study course upon receipt of the completed *Request Form for a Directed Study Course* with all required approvals.

Students must be registered for the approved directed study course no later than the last day to add a course for that module.

FINAL COMPREHENSIVE EXAMINATIONS

Final comprehensive examinations, when required and listed on a particular course schedule, are given at the end of a course. If a course stipulates a final comprehensive exam, attendance is mandatory. Instructors may not reschedule final comprehensive exams except in extreme circumstances. A student absent from a final comprehensive examination for any reason (such as illness, emergency, or scheduled post-season athletic competition) must have official

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documentation from a physician, police officer, coach, etc.) must make arrangements with the Office of Academic Affairs and the instructor for a special examination. All final comprehensive examinations should take place in the location (campus location and room) specified by Registration and Records.

Final Comprehensive Exam Policies for Traditional 15-week Courses

Traditional courses end seven days prior to the end of each semester. The schedule for final comprehensive examinations is determined by the Office of Registration and Records. Instructors in Traditional courses are encouraged not to give major exams in the seven class days prior to the end of the semester, and absolutely **no final comprehensive exams should be given during that seven-day period.**

If a Traditional student taking several courses in a semester has more than two final comprehensive exams scheduled on one day, that student may request to reschedule one exam through the Office of Academic Affairs.

Final comprehensive exams, if applicable, for Modular courses (5-weeks, 7-weeks, or 8-weeks) will be administered as indicated in the course syllabus.

GRADE REQUIREMENTS IN THE MAJOR AND MINOR

No student may be permitted to count toward the completion of the requirements in his or her major, minor, or concentration any grades below C-, including those courses in the major or minor field which are part of the general education requirements.

The program coordinator for a student's major, minor, or concentration, ordinarily in consultation with the professor of the course in which a student has earned a grade below C-, may authorize the substitution of another course or a special examination for any courses

in which a D has been earned. Some programs may have more stringent requirements.

GRADING: GRADE REPORTS AND THE QUALITY POINT SYSTEM

Grades indicating the quality of a student's work along with the quality points given in any course are officially recorded as follows:

Grade Quality Point Value

A+	4.00
A.....	4.00
A-	3.70
B+.....	3.30
B.....	3.00
B-.....	2.70
C+	2.30
C.....	2.00
C-	1.70
D+	1.30
D.....	1.00
D-	0.70
F	0.00
WF	0.00

Grades of I, CP, P, W, or WP are not used in the computation of the official GPA and do not carry quality points.

If a course is repeated, the grade earned in the final attempt will be counted towards earned hours and GPA. A professor may use his or her discretion to award the grade of A+ to a student for exemplary work in a course, for an equal point value of 4.00.

Failing Due to Non-Attendance

A final grade of WF is assigned by instructors failing students due to non-participation or non-compliance with the instructor's attendance policy. A WF is defined as failure to attend any classes after the mid-point, and the mid-point of the semester will be used as the unofficial withdrawal date for the student. See the

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Withdrawal from the Institution Policy for definitions on what serves as mid-point for specific modules.

Incomplete Grades

The grade “I” (Incomplete) is a temporary grade used by an instructor at the end of a semester to designate incomplete registered credit coursework by a student owing to illness, military service, hardship, or other extenuating circumstance that legitimately prevents completion of required work by the end of the course. An “I” grade should not be given as a substitute for a failing grade nor used as a means of allowing a student to have extra time to raise their grade by doing additional work after the end of the course.

To receive a grade of “I” students must contact their instructor prior to the end of the semester, request a grade of incomplete, and develop a plan to complete the work. An “I” grade will only be given if the student has already completed at least 60% of the term and is passing at the time of the request. Instructors must judge each situation as to whether an “I” is appropriate.

A student shall have no longer than six (6) weeks from the date the course ends to remove the incomplete. After that time, the “I” will automatically become an “F” or such other grade specified by the instructor depending on the amount and quality of the course work previously completed. An “I” grade will have no impact on the calculation of the student’s grade point average until such time as a final grade is entered but may not be considered passing for purposes of determining federal financial aid eligibility, athletic eligibility, or other purposes including degree conferral.

An incomplete is not to be assigned where the normal practice requires extension of course requirements beyond the close of a term (e.g., thesis or project-type courses). These courses should be assigned a grade of “CP” (Credit Pending). See the policy for *Credit Pending Grades* for details on CP.

In registering for courses, students receiving one or more “I” grades from the previous semester should consider the time needed to complete the required work and plan their schedules accordingly.

No Grades

The grade “NG” (No Grade) is a temporary grade used by an instructor at the end of a semester for an otherwise responsible student who inexplicably does not complete end-of-the-semester work for a course (e.g. term paper, final exam).

The student will have one (1) week from the end of the course to contact the instructor and make arrangements to complete the work. Until otherwise resolved, an “NG” counts as an “F” in the calculation of the student’s grade point average and is not considered passing for purposes of determining federal financial aid eligibility, athletic eligibility or other purposes including degree conferral. An “NG” not removed by the deadline will automatically become an “F”, or such other grade specified by the instructor depending on the amount and quality of the course work previously completed.

Faculty members are not obligated to submit a grade of “NG” whenever work is not finished. When confident that a student is aware of his or her responsibility and has decided not to complete the work, a faculty member should simply calculate the final grade with the unfinished work counted as a zero.

Credit Pending Grades

The grade “CP” (Credit Pending) is assigned by an instructor at the end of a semester in courses which regularly involve research or projects extending beyond the end of the term (e.g., honors research, student teaching, field study, etc.).

A “CP” grade will also be used in instances where the final grade in a course cannot be determined because of an outstanding or unresolved academic dishonesty

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matter. The grade of “CP” will be replaced with a final grade following the conclusion of the Student Conduct Process and the imposition of any sanctions, if applicable.

Until such time as a passing or failing grade is submitted, a grade of “CP” implies satisfactory progress. A grade of “CP” will have no impact on the calculation of the student’s grade point average until such time as a final grade is entered but may not be considered passing for purposes of determining federal financial aid eligibility, athletic eligibility, or other purposes including degree conferral.

GRADUATION REQUIREMENTS

Bachelor’s Degree

To graduate with a bachelor’s degree, a student must complete all general education requirements as outlined in the Academic Catalog, fulfill all requirements in at least one major including comprehensive assessment, complete sufficient electives to earn a minimum of 124 hours with a minimum cumulative grade point average of 2.00, **and be approved by the Faculty**. A total of 48 semester hours must be earned at King University. As part of this 48-semester-hour requirement, a minimum of one-third of the required hours in the combined total of the declared major and minor must be completed at King.

Some academic programs may require more than 124 semester hours, a higher minimum cumulative GPA, or specific comprehensive assessment performance requirements for graduation.

Graduate Degrees

To graduate with a master’s or doctoral degree, a student must complete all requirements as outlined for their program in the Academic Catalog, have a minimum cumulative grade point average of 3.00, **and be approved by the Faculty**. At least one-third of the credit hours required for a graduate or post-

baccalaureate professional degree are earned through instruction offered by King University. Course credit is counted in hours. Credit hours and equivalencies are defined in the *Academic Policies* section of the catalog.

HONORS IN INDEPENDENT STUDY

One of the strong features of a small university is the opportunity for independent work by a student, generally in conjunction with the guidance and supervision of their instructor. Many departments at King have programs that permit advanced students to engage in supervised independent studies, often in projects extending beyond the scope of the formal courses listed in the catalog.

Outstanding work in independent study may be cited for “Honors in Independent Study.” Such recognition is based on the excellence of a special project and is considered independent of a student’s academic average or other qualifying factors. To be considered for this recognition, two members of the King University faculty must recommend the project, and the completed project, essay, or thesis is deposited in the E. W. King library. Should a disagreement arise between faculty members in the acceptance of the students work the Honors and Honorary Degrees Committee will mediate.

The final project must be submitted to the supervising faculty no later than two weeks prior to the last day of classes prior to the candidate’s graduation, and the recommendation for Honors in Independent Study must be received by the Honors and Honorary Degrees committee no later than one week prior to the last day of classes.

INTENT TO GRADUATE

Candidates for a degree must complete the *Intent to Graduate* form, available in the student portal, in their last semester. This form will notify the Registrar that the student plans to graduate, indicates the preferred name for the diploma, and whether the student intends

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to participate in commencement exercises. Students petitioning to march in an early commencement ceremony submit their request using the *Intent to Graduate* form.

Degrees will be conferred only if all degree requirements are satisfied. Students should check their holds to ensure their diploma and transcripts may be released upon conferral.

INTERNSHIPS AND COOPERATIVE EDUCATION (CO-OP)

Internships

King University asserts that the liberal arts curriculum is the best possible preparation for a wide variety of careers, and internships provide the best context for integrating curricular and work-based experiences. In addition, students develop an understanding of the post-college world and learn how one must function to live responsibly in contemporary society.

Internships integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply discipline-related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors.

Internships may be developed in a variety of situations, including local churches, business, industry, social agencies, professional offices, and government. Career Services can assist students with exploring internship opportunities locally, regionally, nationally, and internationally. All supervised internships must take place within an approved National Council for State Authorization Reciprocity Agreements (NC SARA) member state. Verification of state membership is completed by the Office of Academic Affairs.

All interns are required to have completed their freshman year, have declared a major, and have a 2.0

minimum grade point average.

A faculty member, (identified as the faculty mentor) and a practicing professional at the placement site (identified as the site supervisor) provide supervision. In the internship application, the student, faculty mentor, and the site supervisor design a learning plan with objectives, assignments, and progress assessment that is maintained by the Career Services Office.

Upon satisfactory completion of the course, a student will be awarded one semester hour of credit per 50 hours of work at the internship site. A maximum of six (6) hours of internship credit can be applied toward degree requirements. Grades are recorded on a Pass/Fail basis.

Semester credit hours earned in courses identified as field or clinical experiences in the Education, Social Work, and Nursing programs are based on outcome expectations established by those academic programs. Please see the requirements for those specific programs.

Cooperative Education

Cooperative education is the integration of academic studies with practical work experience. In addition to putting classroom learning to work in a job-related experience, cooperative education (co-op) allows students to test career choices and to earn money to apply toward the cost of their college education.

All co-op students are required to have completed their freshman year, have declared a major, and have a 2.50 minimum grade point average.

A faculty member (identified as the faculty mentor), and a practicing professional at the placement site (identified as the site supervisor) provide supervision. In the co-op application, the student, faculty mentor, and the site supervisor design a learning plan with objectives, assignments, and progress assessment that is

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maintained by the Career Services Office. All work assignments are directly related to the student's chosen field of study, challenging to the student and increasing in complexity as the student progresses in school and at work.

A student can earn one semester credit hour per 50 hours of work at the work site. A maximum of 24 hours of credit can be awarded as cooperative education and applied towards degree requirements. Grades are recorded on a Pass or Fail basis.

Two calendar options are available:

1. Alternating Co-op: students work full-time for at least one (1) semester before graduating, while not simultaneously enrolled in other coursework.
2. Parallel Co-op: Students work part-time for at least two (2) semesters before graduating while also taking courses in the same semester.

International Students

International students must consult with the International Student Advisor before seeking an internship or co-operative education experience.

Timeline and Paperwork

Internship and Co-op inquiries must be made in the term (module) prior to the planned Internship or Co-Op. All necessary paperwork with approvals must be complete before the last day to add an Internship or Co-Op. Additional information and forms are available by contacting the Director of Career Services.

Last Day to Add an Internship/Co-Op

The last day to add a 15-week internship or co-op will be the fifth day of the semester. The last day to add a 5-week, 7-week, or 8-week internship or co-op is 5:00 p.m. the Friday before the start of the module. All necessary paperwork and approvals must be complete before a student can register for an Internship or Co-Op.

Placement Following Degree Conferral

During the year following graduation, any King graduate may choose to elect status as a non-degree seeking student for purposes of pursuing internship or co-operative education opportunities. Such students may register for a 0.5 semester hour internship or co-op, pay the appropriate fees, and complete the proper documentation.

KING COURSES

All Traditional students whose matriculation into King University represent their first full-time college or university enrollment, and are classified as "New Freshmen," are required to take KING 1000, First Year Seminar.

All Traditional students who matriculate into King University having had prior full-time college or university enrollment are required to take KING 2000, Transfer Year Seminar. Students who have earned a baccalaureate degree prior to matriculation into King University are not required to take KING 2000, although they may choose to do so.

All Traditional King degree-seeking students are required to satisfy KING 3000, Cross-Cultural Experience, and KING 4000, Christian Faith and Social Responsibility, as a part of the Common Experience of the Core Curriculum general education requirements.

Students matriculating into Adult Studies programs who need elective hours are encouraged to take KING 1500 *Introduction to Higher Education* as a part of their program of study.

All King University undergraduate degree-seeking students enrolled in Bachelor's Degree program will be enrolled by the university in KING 4020 during the graduation semester. This course is the OAK (Outcomes Assessment at King) test that serves as comprehensive assessment for general education

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coursework and experiences (see the *Comprehensive Assessment of General Education* policy.)

LAST DAY TO ADD A COURSE

Students must submit a *Change of Schedule* form to the Office of Registration and Records for any change made to a schedule after the start of the semester.

The last day to add a 15-week course will be the fifth day of the semester. The last day to add a 5-week, 7-week, or 8-week course is 5:00 p.m. the day of the first class meeting. For an online course this is the first day of the module.

A student wishing to add a course after this date must have the approval of the Office of Registration and Records. A change to a student's schedule may impact their tuition and financial aid status.

LATE ARRIVAL

All students are expected to begin classes on the date published in the Academic Calendar. However, should circumstances prohibit a student from arriving on the date published, students must notify the Office of Registration and Records prior to the beginning of classes. This notification must be made in writing to registrar@king.edu. Students who fail to verify their courses may have their registration dropped. Please reference *Withdrawal from a Course or Drop a Course* within the *Academic Policies* section of the catalog.

LEAVE OF ABSENCE

A student may request a one semester leave of absence (LOA) for specific vocational, military, educational, or personal circumstances. The written request, along with supporting documentation, must be submitted to the Office of Registration and Records via the student portal prior to the beginning of the semester for which the leave is being requested. The request must be reviewed and approved by the Office of Academic Affairs or designee.

Students wishing to request a leave of absence should be aware of the following:

- Students requesting a leave of absence are responsible for first checking with the King University Financial Aid Office in order to be aware of any possible impact of a leave of absence on financial aid eligibility, loan repayment, etc.
- A leave of absence request must be completed, submitted, and approved prior to the first day of the semester for which the leave is being requested.
- In order to be considered for a leave of absence, the student must be enrolled at the institution at the end of the semester prior to the requested semester of leave.
- A leave of absence may only be granted for one full semester, and may not exceed 180 days in any 12-month period.
- At the conclusion of the one-semester leave of absence, the student may return to the institution without need for readmittance.

LIMITATION OF HOURS

All Undergraduate Students

Full-time undergraduate students must take a minimum of 12 semester hours each semester. Students are strongly discouraged from attempting more than 20 semester hours in any given semester, including courses being taken at another institution. Students must have a cumulative GPA of at least 2.0 and obtain approval from the Office of Academic Affairs in order to exceed the 20 semester hour limit. In no instance will any undergraduate student be allowed to register for more than 24 semester hours in any semester. Details regarding additional fees can be found in the Financial Information Policies section of the catalog.

Graduate Students

Full-time graduate students must take a minimum of nine semester hours each semester. Graduate student enrollment expectations and limits are determined by the approved plans of study for each program.

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Requests to exceed the hours designated by the plans of study by three or more semester hours must be approved by the graduate program coordinator. Any additions over 13 semester hours must be approved by the Office of Academic Affairs.

ONLINE AND DISTANCE EDUCATION— STUDENT PRIVACY

The following identifies King University's procedures for protecting the privacy of students enrolled in online and distance education courses.

King University Online Student Policy

King University policies concerning the privacy of student records and all state and federal laws and regulations shall apply with equal force and effect to student records regardless of mode of course delivery.

Access to online courses and live or recorded webcasts shall only be granted via secure password to properly enrolled students and University faculty and staff.

All websites that collect personally identifiable information from online students are secured encrypted websites.

Online students should not *nor will they ever be* asked or required to disclose passwords to their King Portal or other accounts. King University will *never* request online students to provide passwords to verify passwords electronically or verify passwords through other websites. If an online student receives such a request, the student should *not* respond to it or click on any contained links. In addition, the student should contact the University IT Helpdesk as quickly as possible.

Social security numbers should *not* be transmitted via email. Social security numbers will only be used by King as permitted by law.

Recorded materials involving online students are

securely maintained and may only be used or disclosed in accordance with University policies.

ONLINE EDUCATION

King offers online courses in a variety of subjects for both Traditional, and Adult and Graduate Studies (AGS) students. Online courses are similar to face-to-face courses in content, requirements, and rigor. Instructors develop courses that define learning outcomes for online courses that are in keeping with intended outcomes for comparable courses and programs delivered via other modes at the institution.

Students in online classes have access to all King resources, including technical support, Upswing 24/7 online tutoring, Academic Center for Excellence (ACE) services, and library resources. Students should consult the *King Academic Catalog* and *Student Handbook* for information on additional resources available to all students. By their nature, some services are made available on the main campus. More information is available in *The Online Student Handbook* posted in each online course.

ORIENTATION AND ADVISING

All students are expected to complete orientation prior to beginning their program of study at King University. Students will be advised as to the time, location, and format of their orientation program by the Office of Admissions or Office of Student Affairs. The purpose of orientation is to assist students in their transition to King University, to become aware of the services, resources, and programs available to them, and to acquaint them with the policies and procedures of the University.

Each student is assigned a Student Success Specialist or an Academic Advisor to help him/her navigate institutional processes, to support academic success, and to help him/her connect with other campus resources and services when needed. Students can obtain contact information for their Student Success

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Specialist or Academic Advisor via the Portal,
<http://my.king.edu>.

It is the responsibility of each student to monitor their academic progress at King. The student is expected to know the graduation requirements pertinent to their program, to be cognizant of their grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of their educational goals.

PARTICIPATION IN COMMENCEMENT EXERCISES

Commencement exercises are held annually in spring although degrees are also conferred in summer and fall. Participation in commencement exercises does not indicate completion of degree requirements. Any student who graduates in summer or fall will normally participate in commencement exercises the following spring. Students in bachelor's and master's programs can petition to march in the spring ceremony held prior to the conferral of their degree if they are registered for the deficiencies in the subsequent semester. To petition to participate in an early commencement ceremony, students must supply a copy of their degree audit showing their plan for degree completion as well as indicating their plans when submitting the *Intent to Graduate* form.

PASS/FAIL - UNDERGRADUATE COURSES

The purpose of this policy is to encourage students to become life-long learners by removing undue concerns for grades in areas outside the students' major areas of study. Therefore, an undergraduate student can declare Pass/Fail status for a course.

A passing grade (P) will be awarded if the student achieves a C- or higher (as would have normally been awarded for that course); otherwise, a failing grade (F) will be awarded. Students may enroll in up to four (4) credit hours per semester on a Pass/Fail basis. The total number of semester credit hours awarded on a

Pass/Fail basis shall not exceed 12 for any student's entire undergraduate program.

For 15-week courses, a student shall have the option of declaring Pass/Fail until two (2) weeks after mid-semester. For modular courses (a course that is shorter than full term), students shall have the option of declaring Pass/Fail until the end of third week for a course. Once a student completes the Pass/Fail paperwork, the student may not revoke this decision.

No courses required for a student's major and only four (4) credit hours from a student's minor shall be taken on a Pass/Fail basis by a student who has already declared that major or minor.

Instructors shall not be informed who has declared the Pass/Fail option in their courses and will submit grades for everyone. The Registrar will keep a record of all grades until a student's graduation, even though the student's transcript will show only P or F. A student who has taken a course Pass/Fail required for a major or minor and then declares in that major or minor will receive the grade awarded.

Courses that are designated as Pass/Fail shall not count against a student's limits per semester or career. A grade of P will not influence a student's grade point average in any way; however, a grade of F will be included in the calculation of grade point average. Grades for courses transferred from another institution can never be converted to Pass/Fail.

PLACEMENT FOR COMPOSITION COURSES

Upon matriculation, all traditional students will be required to complete a Writing Sample, administered under timed conditions, on a topic chosen by the Composition Faculty for the purpose of confirming placement in the appropriate Composition course.

ACT/SAT and AP scores will be taken into account in assigning placement, but emphasis will also be placed

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on the writing sample. Students may be required to take ENGL 1010 *English Composition: Basic Communication Skills*, designed to equip them for written performance at a university level. Assignment to this course is a means of helping students make a successful transition into college.

International students must present a TOEFL score of 600 (paper) or 100 (internet) to be admitted directly into the regular curriculum at King University. All international students will initially be placed in ENGL 1010 *English Composition: Basic Communication Skills*, but may be moved into ENGL 1110 *Composition: Writing and Speech* based on the results of the required Writing Sample.

Students must earn a C- or higher to progress from ENGL 1110 *English Composition: Writing and Speech* to ENGL 2010 *Research and Writing*. If a student earns a D or F, the instructor and Director of Composition will determine if the student must take ENGL 1010 or repeat ENGL 1110.

Any student who earns a D or F in ENGL 1010, or ENGL 1110 must repeat the class at King University. After the D or F is earned, students may not substitute credit earned at another institution.

PRIOR LEARNING ASSESSMENT (PLA)

Prior Learning Assessment (PLA) is a term used to describe the evaluation of college level learning for college credit that is gained outside a traditional academic environment. King University employs prior learning assessment aligned with institutional mission, academic integrity, and student educational attainment and success.

PLA credits apply toward majors, minors, concentrations, general education requirements, and electives that count toward the degree being sought in the same manner as traditional courses. PLA credits shall not be treated differently in their

application and use than their course equivalencies or appropriate block credit. PLA may be accepted up to 30 total credits of a bachelor degree. The total credits may be comprised of multiple types of PLA.

Types of Prior Learning Assessment

1. Credit by Examination

- a. **Advanced Placement**—Course credit for successful completion of Advanced Placement examinations administered by the College Entrance Examination Board to high school students will be granted to students presenting Advanced Placement examination grades of four (4) or higher. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA. A grade of three (3) will exempt a student from the course.
- b. **College Level Exam Program (CLEP)**—Students may earn college credit for certain examinations administered by the College Level Exam Program. To receive credit for a CLEP test, a minimum score must be earned (Contact the Registrar for information on scores required for credit for specific courses). CLEP credit will be transcribed as course-specific credit with a grade of P. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA. CLEP credit will be identified as transfer credit from the College Level Exam Program.
- c. **DANTES Subject Standardized Test (DSST)**—Students may earn college credit for acceptable scores on the DANTES Subject Standardized Test based on the credit recommendations and minimum scores recommended by the American Council on Education. Students should submit an official DANTES transcript for review. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA.

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- d. **International Baccalaureate Program—** King recognizes the IB diploma and King will grant a maximum of eight (8) hours of credit for scores of 5, 6, and 7 on each of the IB Higher Level examinations. The Registrar in conference with the Provost will decide the amount of credit awarded. The maximum number of credit hours awarded for IB is 30.

2. Credit Recommendation for Past Training (Credit Recommendation Service)

- a. **Prior Military Training Credit—**College credit for military training may be awarded through the American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student's service school transcripts. For ACE evaluated credit, students must request and submit to the institution an official transcript from ACE in order to receive PLA credit, and the training must be evaluated by ACE and included in the *ACE Guide*.
- b. **Occupational and Workplace Training—**Credit awarded for completion of workplace (corporate, government, etc.) training may be awarded based on recommendations by nationally recognized college credit recommendation services such as the American Council on Education (ACE). A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA.
- c. **Prior Law Enforcement Training Credit -** A student who has completed a state- approved law enforcement academy or training program may be awarded up to 12 semester hours of general elective credit. To be eligible to apply, students must meet the following criteria:
 - i. Be a current state-certified or federal law enforcement officer or have been a state-certified or federal law enforcement officer within the past 5 years.

- ii. Successful completion of 12 or more semester hours of academic coursework in criminal justice at King University with a grade of C- or better.

- d. Credit awarded for completion of workplace (corporate, government, etc.) training may be awarded based on recommendations by nationally recognized college credit recommendation services such as the American Council on Education (ACE). A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA.

3. Proficiency Validation by Licensure

- a. **RN-BSN Advanced Placement Credits -** Upon successful completion of 12 or more semester hours of academic coursework in nursing at King University with a grade of C+ or better, the student may be awarded up to 30 semester hours of advanced placement credit. For RN advanced placement, **a maximum of 30 credits** may be awarded. To be eligible to apply, students must meet the following criteria:
 - i. Hold an associate's degree or diploma in nursing
 - ii. Hold an active, unrestricted license as an RN
 - iii. Successful completion of 12 or more semester hours of NURS coursework at King University
- b. **LPN Advanced Placement Credits -** Upon successful completion of academic coursework in nursing at King University with a grade of B- or better, the student may be awarded up to 20 semester hours of advanced placement credit. For LPN advanced placement, **a maximum of 20 credits** may be awarded. To be eligible to apply, students must meet the following criteria:

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- i. Hold an active, unrestrictive license as an LPN
- ii. Successful completion of 12 or more semester hours of NURS coursework at King University
- iii. Successful completion of NURS 3115

Students should contact Student Success Specialist for further information.

4. Dual Credit Agreement

- a. **Senior Capstone at Elizabethton High School** - King University will award one (1) credit for KING 1620, Preparing for College, to EHS students who enroll in the EHS Senior Capstone Course (G25H24), achieve a grade of 70% or higher in the course, complete all other requirements as outlined in the Partnership Agreement, and enroll at King University. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA.

PROGRAM LENGTH

In compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all educational programs comply with the expectation that undergraduate programs have at least 120 semester credit hours at the baccalaureate level, and at least 30 semester credit hours at the post-baccalaureate, master's, or professional level.

Graduation requirements for specific programs may be found in this catalog in the *Academic Programs* section.

RECORDS AND TRANSCRIPTS

A complete record showing entrance credit, college credits, majors, minors, honors, and degrees for each student is kept in the Office of Registration and Records.

Transcripts are forwarded to designated third parties only upon the student's request. To be "official" they must be signed by the Registrar and bear the Seal of King University. All transcripts will clearly indicate when and to whom they are issued.

King University has accepted custody of the academic records or transcripts from institutions that have closed per the request of those institutions. King University has agreed to provide copies of documents contained in these records upon request and makes no judgment as to the validity, content, or rigor of any course or program represented on the documents. All custodial records are considered frozen as the institution bearing the seal has closed and, therefore, King University cannot make record changes.

REGISTRATION AND CHANGES IN CLASS OR SCHEDULE

All students are assigned a Student Success Specialist or an Academic Advisor to assist them in their academic planning and in navigating University registration processes.

During the latter part of the fall and spring semesters, Traditional students who plan to be enrolled for the next semester will register themselves online via the Student Portal. Financial obligations must be met in the Business Office before the registration procedure can be finalized (i.e., any student with a hold from the Business Office or Financial Aid will not be registered until the hold is removed).

AGS and Online students are registered for courses by Student Success Specialists in the following Adult and Graduate Studies (AGS)/Online programs:

- Accounting, BS
- English Online BA
- Business Management BBA
- Criminal Justice and Criminology BS
- Cybersecurity and Cloud Computing, BS

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- Healthcare Administration BS
- History Online BS
- Interdisciplinary Studies BA
- Nursing BSN (RN-BSN)
- Psychology BS
- Social Work BSW
- MBA
- MHA
- MSW

Student registration for the MSN, DNP, MEd, and EdS degree programs is processed each semester by the Student Success Team following consultation with the students' academic advisors.

King University course enrollment expectations represent a strategic balancing of best practices in teaching and learning, faculty availability and workload, and available fiscal and physical resources.

The university reserves the right to cancel or discontinue any course because of low enrollment or for other reasons deemed necessary. Program Coordinators will be consulted during this process. Faculty and students will be notified if a course is cancelled. When canceling or discontinuing a course, every effort will be made to accommodate the needs of students, faculty, and staff.

In order to assure quality instruction, the university also reserves the right to close registration for a course when maximum enrollment has been reached. The university reserves the right to make changes in schedule or faculty when necessary. When implementing changes in class and schedule, King University shall maintain compliance with the SACSCOC Principles of Accreditation. The institution shall also maintain compliance with programmatic accreditation requirements, as applicable.

REPEAT COURSEWORK

Students repeat courses for several reasons:

- Because they failed a course and want to remove

the F from their records;

- Because the grade earned in a major, minor, or concentration course is below the level required by that program;
- For the purpose of increasing proficiency in a course when such is necessary for successful performance in a subsequent course;
- For the purpose of increasing the grade point average.

A student may repeat a course, provided that the grade earned is below a C (C- or below) in the course to be repeated. Students are permitted to repeat a course twice for a total of three (3) attempts. The grade in the final attempt will be used to calculate the student's cumulative GPA.

Specific program requirements regarding course repeats and grades for a course will take precedence over this policy.

NOTE: **Veterans Benefits**

Students who choose to repeat any course in which they have earned a passing grade (C- or better) may not receive veterans benefits for those hours. Students will need to refer to the VA Educational Benefits policy under *Financial Information Policies* for clarification.

SPECIAL TOPICS COURSES

King University is committed to maintaining the highest level of academic quality and integrity in a student's educational experience. This policy is designed to ensure the quality and integrity of special topics offerings.

Definition

Special Topics courses provide faculty an opportunity to teach a certain topic not otherwise offered, broadening the student's experience within their major coursework. Special Topics courses are developed to cover emerging issues or specialized content not represented in the main curriculum.

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- Special Topics courses are not existing courses within the Academic Catalog.
- Most Special Topics courses can be repeated by students for additional credit provided that the course sections attempted cover varying material.
- Special Topics courses will be available for each department. They will be offered and transcribed with the designation of X900 (ex. BUSA 3900). The course level (X) will be determined by the department when submitting a course for the offering.

SUMMER TERM—TRADITIONAL

King offers a voluntary summer term with three (3) 5-week sessions during which General Education courses, academically related job and work experiences, opportunities for off-campus travel/study programs, and Special Topics courses are offered. Financial aid for the summer term is usually limited to loans and the TN HOPE Scholarship for residents of Tennessee.

TAKING COURSES AT OTHER INSTITUTIONS

A King University student wishing to take courses at other institutions for credit must have authorization from the Office of Registration and Records. If the course is in the major discipline, students must have authorization from both the academic program coordinator for the major and the Office of Registration and Records.

The *Authorization to Take Courses at Another University* form and a catalog course description of the course the student wants to take are required. A course syllabus may also be needed before the request is approved.

Approved courses transferred back to King will not add quality points, so such courses may not be used to raise the cumulative GPA at King. Courses for which a student has not received prior approval may not be accepted by King University.

King University will grant semester hour equivalence only for transfer work of C- or better, and only work with grades of C- or better will be applied toward graduation requirements. Courses with grades below C- will not transfer. Specific academic schools or programs might have higher grade requirements.

Authorization to take courses at another institution must be submitted prior to the beginning of the course at the other institution. Taking courses at another institution is not advised in the graduation semester and may cause a delay of one semester in the conferral of the degree. Students taking courses at another institution in their final semester must follow the institutional due dates stated in the King University Academic Calendar. Failure to meet this deadline could not only hold up conferral of the degree but also the release of transcripts. Students are responsible for making arrangements with professors at other institutions to complete course requirements early if that is necessary in order to meet the King University deadline.

Bachelor's Degree students must complete one-third of coursework in their major at King, and a minimum of 48 of the 124 semester hours required for graduation must be earned at King University.

TAKING COURSES IN AN ALTERNATE FORMAT

A King University student wishing to take courses in an alternate format from which they applied must receive authorization as outlined below.

Adult and Graduate Studies (AGS) Courses for Traditional Students

Traditional undergraduate students generally take courses scheduled in a traditional timeframe (e.g., 15-week courses that meet face-to-face or online). There may be circumstances when a Traditional undergraduate student, in consultation with his or her academic advisor, may be permitted to take an AGS

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course (e.g., a face-to-face or online course that is specific to an AGS program or a course that is delivered in a compressed format). Traditional undergraduate students may seek permission to take AGS courses by completing the *Authorization for a Traditional Student to Register for AGS Course*, available through the Office of Registration and Records. A Grade Point Average (GPA) of 2.0 with good academic standing is required.

Traditional students who declare a major, minor, or track for which some or all the courses are only available in an AGS format (i.e., majors in Cybersecurity and Cloud Computing, Healthcare Administration, etc.) do not need to complete this form for courses in their major, minor, or track.

Adult and Graduate Studies (AGS) Students Taking Traditional Courses

Adult and Graduate Studies (AGS) students generally take courses scheduled in a specific timeframe for a specific program (a face-to-face or online course that is specific to an AGS program or a course that is delivered in a compressed format). There may be circumstances when an AGS student, in consultation with his or her academic advisor, may be permitted to take a Traditional course (15- week courses that meet face-to-face or online). AGS students may seek permission to take Traditional courses by completing the *Authorization for an AGS Student to Register for a Traditional Course*, available through the Office of Registration and Records. A Grade Point Average (GPA) of 2.0 with good academic standing is required.

TIME LIMIT FOR COMPLETION OF DEGREE REQUIREMENTS

Academic catalogs are generally in effect for six (6) years. This time frame is congruent with the amount of time (150%) allowed by the Department of Education for a student to get a Bachelor's Degree and for Title IV financial aid purposes. Bachelor's Degree students are allowed 12 semesters of full-time enrollment. For Title

IV aid purposes, all time spent and all hours earned at prior institutions count toward the 150% of the total program.

Candidates for graduation who do not complete the work for their degrees within 12 full-time semesters of continuous enrollment from the time of matriculation must consult with the pertinent program coordinator for their major discipline. This meeting will result in a plan of study that includes at least 30 semester hours of specified general education courses and the desired major, as well as sufficient credits to reach 124 semester hours, the minimum total for graduation. Transfer students who come to King University with earned semester hours will have a pro-rated version of the 12 full-time semesters based on the number of earned hours they bring.

General education requirements for students who have reached the time limit will default to those in the academic catalog that is current when the plan of study is made.

The Program Coordinator must communicate this recommended plan of study to the Office of Registration and Records for approval. Once the degree plan is approved, it will become the standard for the student's degree audits.

Time limits for King University graduate programs are specified in the *Academic Programs* section of this catalog.

TRANSFER CREDIT ACCEPTANCE

King University accepts applicable qualifying transfer credit from regionally accredited colleges and universities. Students wishing to request transfer of credit from a non-regionally accredited institution or credit for courses in major programs should submit a *Petition for Acceptance of Transfer Credit* to the Office of Registration and Records. The Petition should be accompanied by an official transcript, course syllabus

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for each course, and catalog descriptions for courses for which approval is sought. The Registrar will send the Petition to the appropriate School(s) for faculty review and evaluation of the requested transfer credit. Decisions regarding the awarding of credit will be returned to the Registrar, and any transfer credit granted will be entered into the student's record.

Students wishing to request the transfer of credits designated as “not designed for transfer” from a regionally accredited community college may be required to submit a *Petition for Acceptance of Transfer Credit* after a review of the transcript by the Registrar.

All transfer coursework is evaluated based on the educational quality of the coursework; the comparability of the nature, content, and level to King University coursework; and the appropriateness and applicability of the coursework to programs at King University.

Only grades of C- or better will qualify a course as transfer credit. A maximum of 76 semester hours of accepted credit may be applied to a student's academic program. There is no time limit for coursework being transferred in for general education credit. Some King University programs may not accept transfer courses deemed out-of-date based on when students completed the coursework.

Previously Earned Degree from Another Institution

A previously earned degree from a regionally accredited college or university will be accepted as having met the King University General Education requirements, except for those designated as Common Experience, so long as the degree includes a minimum of 26 semester hours of General Education courses. The degree must include at least one course in each of the categories below that are eligible for transfer:

- Humanities/Fine Arts
- Social/Behavioral Sciences

- Natural Science/Mathematics

Courses designated as Common Experience are courses that must be completed at King University and cannot be satisfied with transferred credit. These courses, along with the transferred courses, combine to provide all baccalaureate graduates with a minimum of 30 hours of general education coursework.

Credit is not given for coursework unrelated to the university's offerings (e.g. auto mechanics and other terminal vocational, technical and occupational courses).

Specific Majors/Minors Requirements

Some academic programs, both majors and minors, require specific general education courses as prerequisites. If transfer students bring in other general education courses and thereby satisfy general education requirements, they still must take the required prerequisite courses.

In addition, some programs have GPA requirements for all prior coursework, whether completed at King University or at another regionally accredited college or university.

TRANSFER OF KING UNIVERSITY CREDITS TO OTHER INSTITUTIONS

King University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor's, master's and doctoral degrees. However, the right to accept or reject transfer of credits or to recognize academic degrees earned at King University lies entirely with the receiving institutions. Therefore, King University and its representatives do not imply, promise, or guarantee transferability of its credits to other institutions.

Furthermore, if the receiving institutions refuse either to accept credits or to recognize degrees earned at King

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University, students may be required to repeat some or all coursework at those institutions. Consequently, students considering transferring to other institutions should work directly with their respective schools' officials to determine the transferability of King University credits or degrees and the alignment of those institutions' programs with the students' educational goals and expectations.

UNDERGRADUATE ACADEMIC HONORS

Academic honors shall be determined by the undergraduate student's King grade point average.

Graduates who have completed a *minimum of 62 semester hours of graded coursework at King* (excluding PLA, and Pass/Fail credits) will be eligible for the following Latin honors:

- GPA meeting or exceeding 3.500: *cum laude*;
- GPA meeting or exceeding 3.700: *magna cum laude*; or
- GPA meeting or exceeding 3.900: *summa cum laude*.

Students who have completed 48-61 hours of graded coursework at King with an institutional grade point average of 3.70 or higher will graduate *With Distinction* in their designated field of study.

Honors will be noted on the diploma and anticipated honors will be announced during commencement exercises. *Summa cum laude* graduates will receive a gold honor cord as they cross the platform during commencement exercises.

Because grades are not due until after commencement, final Grade Point Averages cannot be computed until all grades are received by the Office of Registration and Records. The final transcript is the official academic record of honors granted. Honors will always be correct on each student's diploma and transcript. However, honors announced at a graduation ceremony

may not be entirely in line with actual honors due a student.

UNIVERSITY PRESIDENT'S AND PROVOST'S LISTS

King University has established the President's List and Provost's List to formally acknowledge academic excellence on the part of its students. Being placed on either list is an academic honor that allows the University to denote and celebrate student achievement within the University community and beyond.

President's List

The President's List distinction is bestowed on students who exhibit a commitment to the highest academic excellence during an academic term. Students qualifying for the President's List must:

- be enrolled as a full-time (minimum of 12 s.h.) student
- have a 4.00 grade point average (GPA) for the semester with no Incompletes (I) or No Grades (NG)
- pass the Chapel and Convocation requirement
- be in good academic standing

Provost's List

The Provost's List distinction is bestowed on students who exhibit a commitment to academic excellence during an academic term. Students qualifying for the Provost's List must:

- be enrolled as a full-time (minimum of 12 s.h.) student
- have a 3.50 grade point average (GPA) for the semester with no Incompletes (I) or No Grades (NG)
- pass the Chapel and Convocation requirement
- be in good academic standing

Students placed on the President's List or Provost's List will be recognized on the University's website, on its social media feeds and in its publications. The lists for each semester are released approximately 30 days

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following the end of each semester. Students who have opted to withhold their Directory Information in accordance with the *Family Educational Rights and Privacy Act of 1974* (FERPA) will not be included in any public release of the lists.

VERIFYING FOR CLASS

Eligibility for federal student aid is, in part, based on the student's enrollment status for the semester in which they are enrolled.

Verification is based on the completion of an academically related activity which is defined below: Academically related activities include, but are not limited to:

- Physically attending a class (including participating virtually in a synchronous class session)
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group coordinated by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course
- Initiating contact with a faculty member to confirm their active enrollment in the course (including being granted an excused absence)

Students will be dropped from any course where verification cannot be confirmed.

Tuition and financial aid will be adjusted accordingly based on any change in enrollment status. (*Example: Going from full-time to part-time would affect tuition charges and financial aid.*)

WITHDRAWAL FROM A COURSE OR DROP A COURSE

A student should withdraw from a course as soon as the determination is made that they will not be completing the course. This option carries the potential for grade and tuition penalty and may impact financial aid status.

Withdraw from a Course

A student is required to communicate their intention to withdraw from a course to both the course instructor and their advisor or Student Success Specialist. The student initiates the process by obtaining a ***Withdrawal from a Course form*** from either the Office of Registration or Records or their assigned Student Success Specialist. This form outlines the process that the student must complete.

Students who have been accused of Academic Dishonesty in a course will not be permitted to drop or withdraw from that course until the Student Conduct Process has concluded (*i.e., the student may not withdraw in an attempt to stop the process*).

Any student whose sanction for an academic dishonesty violation is course failure may not subsequently withdraw from the course with a grade of W or WP.

Fifteen-Week Courses

A student may modify their schedule by dropping a 15 week course by the add/drop deadline published in the Academic Calendar for that semester. A course that is dropped from a student's schedule does not appear on the student's academic transcript.

Tuition and financial aid will be adjusted accordingly based on any change in enrollment status. (*Example: Going from full-time to part-time would affect tuition charges and financial aid.*)

A 15-week course that is dropped after the add/drop

Policies—Academic

period has ended is considered a “Withdrawal”. The student will receive a grade of W, WP, or an F for the course dependent upon the withdrawal date listed in the Academic Calendar.

The student will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

Modular Courses* (Five-Week, Seven-Week, or Eight-Week courses)

A student may modify their schedule by dropping a modular course during the first 5 days of the module.

A modular is a course that is shorter than full term and does not span the entire payment period or period of enrollment.

- **Five Week Courses**

A student who verifies and then decides to withdraw after the first five days will receive a grade of W if the withdrawal is requested within weeks 2 through 4. Students who verify in a modular course and decide to withdraw after week 4 will receive a WP or an F based on instructor discretion. These students will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

- **Seven and Eight Week Courses**

A student who verifies and then decides to withdraw after the first five days, but before the last week of the module, will receive a grade of W. Students who decide to withdraw during the last week of the module will receive a WP or an F based on instructor discretion. These students will not be eligible for a tuition refund and must still pay any outstanding balances owed to the university.

WITHDRAWAL FROM THE INSTITUTION

Official Withdrawal

To withdraw officially from King University, a student

must complete the online *Withdraw from University Form*. The online withdrawal form is submitted through the student portal.

In addition, a resident student must check out of their residence hall by completing the *Room Condition Form* and turning in their key(s) to the Area Coordinator.

A student withdrawing from the institution will receive a grade of W in all courses not completed for the term following the deadlines outlined on the Academic Calendar. Students enrolled in a modular course will need to refer to the previous policy to know what grade will be assigned for courses that are currently in session. Modular courses that are not currently in session during the withdrawal, will be dropped from the students’ academic record.

The Office of Registration and Records will send official notice of the student’s withdrawal from the institution to all campus offices. The last date of attendance will be determined in coordination with the Office of Financial Aid.

The Vice President for Student Affairs, the Dean of Students, or the Provost may, at their discretion, facilitate an Administrative Withdrawal process due to unusual or extenuating circumstances.

Students who have been accused of Academic Dishonesty in a course will not be permitted to withdraw from the university until the Student Conduct Process has concluded (i.e., the student may not withdraw in an attempt to stop the process).

Students who are sanctioned for violating the Academic Dishonesty policy in a course forfeit the right to withdraw from the course with a grade of “W.”

Upon withdrawal, it is the responsibility of the student to resolve all outstanding obligations to the institution (pay outstanding fees, return library resources, return athletic equipment) and to turn in their student ID

Policies—Academic

card and any keys issued by the institution. Failure to do so will result in the addition of fees to the student's account in the Business Office and a Hold on the student's official academic records.

Unofficial Withdrawal

Failure to enroll for another module within 45 days after attending a previous module will result in an unofficial withdrawal from the University.

A student who receives a grade of 'WF' in all courses at the end of a semester will result in an unofficial withdrawal from the university. The Office of Registration and Records will unofficially withdraw the student from the University due to non-participation. For Title IV Federal Aid purposes, a WF is defined as failure to attend any classes after the mid-point, and the mid-point of the semester will be used as the unofficial withdrawal date for the student. The mid-point for modular courses is defined as follows:

- Five-Week Module: student stops attending after week 3
- Seven-Week or Eight-Week Modules: student stops attending after week 4
- Fifteen-Week Modules: student stops attending after week 7

If the student receives a passing grade for any course during the same period, it is assumed the student completed the period for all courses.

Students who are unofficially withdrawn must readmit to the University.

Policies—Student Life

COMPLAINT PROCEDURE

The King University Grievance Policy can be found in the King University Student Handbook at <https://www.king.edu/current-students/student-handbook/>.

Students Enrolled at Tennessee Instructional Locations

Should the institution not be able to resolve a student's complaint, the student has the right to contact the State of Tennessee and its appropriate agency to determine the course of action. Complaints can be filed with the following agencies in Tennessee:

- Complaints related to the application of state laws or rules related to approval to operate, or licensure of a particular professional program within a postsecondary institution, shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and others) within the Tennessee State Government and shall be reviewed and handled by that licensing board, (<http://www.tn.gov>, and then search for the appropriate division).
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit.
<https://www.tn.gov/attorneygeneral/working-for-tennessee/consumer-affairs.html>.

Students Enrolled at Out-of-State Instructional Locations—Virginia

Students enrolled in academic programs in Virginia should follow the student complaint procedures outlined in the King University *Student Handbook*. Students who follow King grievance policies without resolution of the concern may, as a last resort, contact a staff member of the State Council of Higher Education in Virginia (SCHEV) to file a complaint about the school.

State Council of Higher Education for Virginia
101 N. 14th St. 10th FL James Monroe Building
Richmond, VA 23219
Telephone: (804) 225-2600

Students Enrolled in Distance Education Programs

Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission:

<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulations incorporated by the SARA Policies and Standards have been violated by the institution operating under the terms of SARA. For the full SARA student complaint process please see the SARA Policy Manual Section 4.5 at <https://nc-sara.org/sara-policy-manual>.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Complaints regarding accreditation standards, policies, and procedures can also be made by contacting the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097, phone 404-679-4500. The Commission's complaint policy, procedure and the complaint form may be found on their website:

<http://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>

Policies—Student Life

HONOR CODE

All students enrolled at King are bound by the King University *Honor Code*.

On my honor, I pledge to abide by the King University Honor Code: I understand that students of King are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.

INCLEMENT WEATHER AND EMERGENCY CLOSURE

King University is concerned about the safety of students, staff, and faculty. The procedures contained in this policy have been guided by the belief that the University is a community and as such is normally open during periods of ordinary seasonal inclement weather or other minor disruptions. The university equally values the safety and lives of all students, faculty and staff, while recognizing that we must maintain the effective operation of the university during inclement weather and other emergencies when possible.

In the event that any King University campus is closed or classes are cancelled, all online classes will continue as scheduled. All classes that normally meet in person may continue via online assignments, web video conferencing, extra assignments, and individual conferences at the discretion of the faculty member. Additionally, course work may be made up by rescheduled class time, extended class time, or other alternatives as determined by the Provost. For more information visit:

<https://www.king.edu/about/offices/security-and-safety/inclement-weather-policy/>

TITLE IX

Title IX of the education amendments of 1972 prohibits discrimination on the basis of sex in

education programs or activities, and extends to employment and admission to institutions that receive federal financial assistance. Inquiries concerning the application of Title IX should be directed to the Title IX Compliance Officer, James Donahue, Vice President for Administration and Finance, 423-652-6002, or to the Assistant Title IX Compliance Officer, Benny Berry, Director of Safety and Security, 423-652-4705. Mailing address for both: King University, 1350 King College Road, Bristol, TN 37620. Information regarding Title IX may be found at: <https://www.king.edu/about/offices/security-and-safety/title-ix/>

Confidential and Anonymous Reporting

The *Campus Conduct Hotline* system is available for use 24 hours a day, seven days a week. Because the Hotline is operated by an independent organization, any calls made through the Hotline are completely confidential and anonymous. Possible policy violations can be reported anonymously by calling toll-free, 866-943-5787.

Policies—Programs and Services

ADULT AND GRADUATE STUDIES (AGS)

Adult and Graduate Studies (AGS) programs differ from traditional programs in the following respects:

Adult-Oriented Programming

The King AGS programs are adult-oriented degree programs that are designed to eliminate some of the challenges facing adult learners.

Accelerated Pace

Students in the face-to-face programs attend only one or two (2) class sessions per week. Many courses are completed in five (5) to eight (8) weeks.

Students enrolled in AGS programs are expected to maintain continuous, year-round, full-time enrollment; therefore, Fall, Spring, and Summer semesters are required until their program is complete. If an AGS student wishes to take a semester off and they are not an international student on an F-1 Visa, they may request a Leave of Absence through the Registrar's Office. However, if the AGS student is an international student on an F-1 Visa, they must speak with the International Student Advisor to understand the requirements and ramifications of requesting a semester off. International students on an F-1 Visa in AGS programs are required to maintain continuous enrollment to maintain status.

Although class meeting time is less, students are expected to be engaged with their coursework for the same number of hours regardless of delivery mode—traditional, AGS, or online. Please refer to the *Academic Policies* section of the catalog for the *Credit Hour Definition and Equivalencies* policy.

Three (3) factors make it possible for the accelerated programs to function effectively:

1. The common goal all students are working towards;
2. The cohesiveness and continuity of the cohort

or team-based structure;

3. The participative, pedagogical teaching methodology, which assumes the students are self-directed, goal-oriented, and interested in applied learning.

Applied Learning

Throughout the modular course work, students are required to integrate theory and academic content with knowledge from their work experiences. Evaluation of students' progress is based not only on evidence of their grasp of content, but also upon their reflections about the application of the content in their workplaces.

Participative Methodology

The primary role of the instructor in the AGS and Online Master's and Bachelor's programs is that of facilitator. The lecture method is used only in a limited way. Students are expected to commit considerable time to acquiring information from textbooks, web-enhanced activities, and work-related assignments. Class time is given over, largely, to the processing of information. The teacher functions as a facilitator in a learner-centered, rather than a teacher-centered, environment.

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

King University offers students the opportunity to study off-campus at the Au Sable Institute. The Au Sable Institute of Environmental studies and environmental science at campuses in Costa Rica, India, Michigan's Great Lakes Region and Washington State on the Puget Sound.

Au Sable Institute of Environmental Studies offers over 20 different field-based, university-level courses in environmental studies and environmental science at campuses in the Great Lakes region (Mancelona, MI) and on Puget Sound (Whidbey Island, WA), in

Policies—Programs and Services

addition to courses in South India (Tiruchirappalli, Tamil Nadu) and Latin America (Vara Blanca, Costa Rica). Courses feature extensive field learning to elucidate concepts and teach hands-on skills and techniques for sustainability, ecosystem management and restoration, conservation, and research. Courses take place during May and two summer session terms.

Au Sable attracts students from 60 different Christian colleges and universities around North America, forming a Christian community that cares about preserving, restoring, and sustaining God's creation. Au Sable's international opportunities include two May session courses "Conservation and Development in the Indian Tropics," taught in partnership with Bishop Heber College (Tamil Nadu, India). The class travels to South India to learn about its unique tropical ecosystems and culture. In Costa Rica, the "Tropical Agriculture and Missions" courses teach proven, hands-on skills and techniques for helping farmers improve their livelihoods in developing countries, and how these can be used to share the Gospel.

Rich Educational Experience

More than 50 Christian colleges and universities partner to offer field courses in May and Summer I and II, in northern Michigan, Whidbey Island in Puget Sound (Washington State), Costa Rica, and India. Examples of Au Sable courses include Aquatic Biology, Alpine Ecology, Marine Biology, Marine Mammals, Conservation Biology, Tropical Agriculture and Missions, Ecological Agriculture, and International Development and Environmental Sustainability.

Professional Certifications

The Au Sable Institute offers professional certifications in several areas, based on certain courses are taken at home institutions and Au Sable.

Tuition and Fees

Tuition is paid by students to their home institution for all courses taken at the Au Sable Institute. Au Sable charges a uniform tuition rate of \$2,950 per 4 credit course, regardless of credit granted by King.

In addition to tuition, there are the following site fees. Site fees are charged for the room, board, transportation, and site-specific costs associated with each program location and session.

- Application Fee: US \$30 (non-refundable, not applied to tuition)
- Tuition Deposit: US \$200 (per academic session, applied to tuition)
- Site Fees (room, board, course transportation, and site-specific costs):
 - May Session - Costa Rica: US \$725 per week
 - May Session - Great Lakes: US \$480 per week
 - May Session - Pacific Rim: US \$725 per week
 - Summer Session I - Great Lakes: US \$480 per week
 - Summer Session II - Great Lakes: US \$480 per week
 - Summer Session II - Pacific Rim: US \$725 per week

Other Expenses

Students should plan on approximately US \$120-180 per course for textbooks and supplies. Travel to the session site in North American or International session site is the financial responsibility of the student.

Refunds/Withdrawals

After 30 business days, tuition deposits are non-refundable unless the applicant is rejected. If a student withdraws within 30 days of application, deposits will be refunded within 30 days of withdrawal. Deposits more than 30 days after registration are not refundable. Withdrawals or drops after the start of class will be refunded as follows. After one day (i.e., 10% of class time), 50% tuition will be refunded; after two days (20% of class time), 25% of tuition will be refunded.

Policies—Programs and Services

After the second day of class, no refunds will be made. Scholarship and grant amounts will be adjusted on a prorated basis for drop and withdrawals. Withdrawals for health reasons will be handled on a case by case basis.

Au Sable Courses

These courses are offered at the Au Sable Institute and are only available to students enrolled in the program. Students can take up to two Au Sable courses as general electives towards graduation. Courses are outlined in the Course Descriptions section of this catalog. See the Au Sable Institute (<http://ausable.org>) website for additional information and course offerings.

FINANCIAL AID AND SCHOLARSHIPS

Students are eligible to apply for financial aid from Au Sable after they have completed the registration process and have completed enrollment in their Au Sable courses, including payment of the tuition deposit. Au Sable provides generous financial aid options to students taking our courses because we want to assist in making an Au Sable education possible for every interested student. Financial Aid is available until all funds are disbursed or until April 1st, whichever comes first.

See the Au Sable Institute website

(<http://ausable.org>) for additional information on fellowships, grants, and scholarships.

Contact Information:

Josh Rudd
Instructor of Biology King University
jarudd@king.edu

DUAL ENROLLMENT

A high school student who desires to take college level coursework while still enrolled in high school may apply as a Dual Enrollment student. Information on the Dual Enrollment admissions process can be found in the Admissions Policies section of this catalog.

Dual Enrollment students may take up to sixteen (16) semester hours each semester so long as they maintain a 2.0 college GPA. Students desiring to take more than sixteen (16) semester hours in a semester must receive permission from the Provost.

Class Attendance

Dual Enrollment classes will follow the academic calendar and class schedule of King University. Dual Enrollment students will be expected to attend classes if King University is in session, even if their high school is not. The syllabus will detail the specific attendance policy for each course.

Student Access

Dual Enrollment students may access all library services and computer labs on campus. In addition, each Dual Enrollment student will have an email account at King. Dual Enrollment students are also issued a King University Student ID card and are entitled to any appropriate privilege that card entails where reasonable.

Parking

Dual Enrollment students are required to register vehicles to park on campus but are not required to pay the vehicle registration fee. However, parking fines are not waived. Dual Enrollment students are limited to parking only in designated commuter lots.

Honor Code and University Policies

Dual Enrollment students are required to abide by the King University Honor Code and other policies outlined in the King University Student Handbook. Academic dishonesty or any other Honor Code or policy violations will be handled by the Office of the Dean of Students, following the student conduct process outlined in the King University Student Handbook.

INFORMATION TECHNOLOGY

As an institution of higher learning that seeks to

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prepare men and women to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world, King recognizes the importance of the appropriate use of technology in the educational experience. The institution seeks to ensure that graduates obtain the information, technological skills, and competencies that they will need to succeed after graduation.

All campus buildings are linked via a high-speed backbone to King's campus-wide computer network. Network and Internet access is available in every room on campus, including all residence hall rooms and the computer lab located in the E.W. King Building on the Bristol campus. All King students receive an email account.

THE JACK E. SNIDER HONORS PROGRAM—TRADITIONAL

Former King president R. T. L. Liston (1943-1968) described King as “a place of the mind.” The mind is, however, more than an isolated component of the human being. It helps to shape and is shaped by the spiritual and physical worlds. The Jack E. Snider Honors Program challenges participants to think deeply so as to live fully.

Students accepted into the Honors Program will be expected to participate fully in the life of the campus; the Program offers special opportunities to develop the life of the mind:

- to meet and study under members of the faculty and outside guests, who themselves demonstrate a passionate commitment to the life of the mind
- to participate in seminars that examine ideas from a variety of academic disciplines
- to travel on King-sponsored trips with funding assistance
- to present at academic conferences with funding assistance

- to serve both the campus and the larger community

To be invited to join the Honors Program, students must have a 3.5 GPA in high school or at another college or university and have achieved a score of 1260 on the SAT or a 28 on the ACT, if available. If students test scores do not meet this standard, or if they have opted not to take either test, they may apply to join the Program through writing a formal essay that demonstrates intellectual curiosity, a collegial spirit, and a desire to learn and grow. Instructions on how to complete and submit the essay will be provided by the Office of Admissions. Final admission to the program is determined by an interview with the Director of the program.

To graduate as a Jack E. Snider Honors Fellow, students must abide by the policies and guidelines as outlined in the Honors Program Handbook.

Specifically, they must maintain a 3.5 cumulative GPA in all coursework at King and

- take three Honors Seminars (two for transfer students)
- travel on a King-sponsored trip
- present at an academic conference OR perform a significant service project
- complete and present an Honors Thesis

Honors students whose cumulative GPA falls below a 3.5 will be placed on a one-semester probation with the program. If their cumulative GPA does not improve to a 3.5 by the following semester, the student will be subject to removal from the program.

Any honors student who is found responsible for an academic dishonesty violation will be subject to removal from the program.

Students removed from the program will no longer receive their honors scholarship.

Policies—Programs and Services

KING INSTITUTE FOR FAITH AND CULTURE

Founded in 2008 and originally named for American author and pastor Frederick Buechner, the King Institute for Faith & Culture seeks to honor his life and example by welcoming deep conversations between Christianity and culture, bringing a wide range of guest speakers, and fostering friendship and community. Its events are open to academics and the wider community, those within and without the church, cultural omnivores and beginners on the way. It aims to be, in other words, Buechnerian.

In the spirit of founder W. Dale Brown, the series is built around constructive engagement between Christian faith and culture. The witness of the King Institute for Faith & Culture is to invite speakers who bring us together in Christ, making space for friendships and conversation. Speakers often focus on oblique angles, on topics that unify us in curiosity and wonder. Dale wanted the series to “elevate discussion,” and we bring people of serious endeavor, who challenge us to think and learn.

Located between shrill sectarianism and abject secularism, the King Institute for Faith & Culture aims to cultivate a conversation that is both artful and substantial at dynamic intersections between Christian faith and culture, creating spaces for students and community members to find friendship and shared purpose.

E.W. KING LIBRARY

Guided by King University's mission and vision, the E.W. King Library prepares students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world by:

1. encouraging exploration, discovery, and critical thinking through information literacy instruction and reference services, and

2. providing access to adequate library collections and services and to other learning/information resources consistent with the degrees offered at King University.

The library's comprehensive physical and electronic collections allow the library to deliver resources and services to King University students, faculty, and staff, regardless of location. Access to all library resources is provided through the library website.

The E.W. King Library houses books, periodicals, and audiovisual materials to support the degree programs offered by King University. Students have access to interlibrary loan, course reserves, and reference and instructional services on site.

Additionally, the library houses computers, printers, and a photocopier for use by students and faculty and there is space available for students to collaborate and study.

The E.W. King Library is staffed by professional librarians with degrees from American Library Association (ALA)-accredited programs, paraprofessionals, and student workers. The E.W. King Library is open 76.5 hours per week during the regular academic terms with extended hours during exams and modified hours during summer term, academic recess, and holidays.

The library offers information literacy instruction in the face-to-face and online learning environments. Information literacy instruction is planned through collaboration between librarians and teaching faculty and is offered in and is offered in both General Education courses and specified courses in major programs of study.

The library's comprehensive physical and electronic collections support all major academic programs as well as the General Education, and the physical

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collections are distributed between the campus libraries. The full collection contains the following:

- print books and e-books
- print and electronic journals
- government documents
- music CDs
- DVDs and streaming videos
- equipment such as cameras, presentation tools, and anatomy models

All students and faculty, regardless of location, have 24-hour access to electronic databases that support all programs in all delivery platforms and provide full text access to thousands of journal titles, streaming videos, and reference materials covering a wide variety of academic disciplines.

The King University Archives contain the John Doak Tadlock Collection of items related to King University, Presbyterianism, and regional history. Special and rare books are also housed in these collections.

The E.W. King Library is a member of the Holston Associated Libraries (HAL) which also includes the Emory and Henry College Library, the Smyth County Public Library, Tazewell County Public Library, and Washington County Public Library in Virginia. HAL shares a web-based library catalog which points users to the location of more than 1.1 million items in this consortium. King students, faculty, and staff can access most of these resources through the following methods: in person at any HAL library, delivery via courier, or through the mail. Users can request any item be sent via courier or through the mail by clicking “Request” in the shared library catalog.

The library makes provisions for students to obtain needed library resources that may not be immediately available in the libraries’ collections. In addition to sharing resources with the other HAL libraries, King students, faculty, and staff have access to libraries throughout the Appalachian region through King

University Libraries’ reciprocal agreements with other universities. Furthermore, the library participates in OCLC’s international service, WorldShare Interlibrary Loan, which permits students, faculty, and staff to obtain nearly any book or journal article that E.W. King Library does not own.

For more information about the E.W. King Library, please visit library.king.edu, email library@king.edu, or call 1-855-KINGLIB.

ARMY RESERVE OFFICER TRAINING CORPS (ROTC) MILITARY SCIENCE

Overview

Army Reserve Officer Training Corps program, while not offered on the King University campus, is available through a program offered at East Tennessee State University (ETSU). King University, in cooperation with ETSU and the United States Army, offer Reserve Officer Training Corps (ROTC) opportunity for King students to enroll in the Military Science program at ETSU. The program is designed to develop the students’ managerial and leadership abilities, introduce students to the mission and organization of the United States Army and prepare advanced-course students for service as commissioned officers in the Active Army, Army Reserve, or Army National Guard.

An academic major is not offered at King University. However, upon completion of the reserve officer training programs and an undergraduate degree at King University, a student will receive a commission as a second lieutenant in the United States Army.

King undergraduate students may participate in the program and are eligible for all the benefits associated at ETSU. The ETSU courses in the ROTC program are noted on the students’ King transcript. King, however, reserves the right to determine which courses are appropriate and consonant with its educational objectives. These courses are listed in the academic catalog under *Military Science* for the Army Program.

Policies—Programs and Services

Military Science (MSCI) Courses

These courses are offered at East Tennessee State University and are only available to students enrolled in the Army ROTC program. Courses are counted as general electives towards graduation.

Scholarships

Participating students are eligible for Army ROTC scholarships. These scholarships pay annual tuition costs and a textbook allowance. Scholarship cadets also receive a tax-free subsistence allowance of \$300-\$500 a month for up to 10 months each academic year in which the scholarship is in effect. Students who receive a ROTC Scholarship can receive their ROTC funds and King University institutional aid up to the cost of tuition and fees. Please be advised, not all fees are covered. If you have any questions regarding your financial aid award as a ROTC scholar, please contact the Financial Aid Office.

ROTC Advanced Course

Advanced military science Cadets continue their studies in leadership and tactics with the scope of instruction expanded to include subjects such as military law, battle simulations, group dynamics, organizational management, and decision making. Advanced course contract students receive from \$450 to \$500 per month up to a maximum of 20 months (equivalent to two academic years) and an appointment upon graduation as a Second Lieutenant. Contracted students incur a military obligation to the Active Army, the Reserve, or the National Guard. This obligation can consist of as little as three (3) months active duty, with the remainder spent on Reserve, or National Guard status. Students who prefer Reserve or National Guard duty may be guaranteed that they will not be assigned to active duty except for the short period needed to complete a branch basic officer course (three to six months depending on the branch selected). Students interested in enrolling as a contract Cadet must contact the Department of Military Science for specific program requirements, guarantees, benefits, and military information.

Cadet Advance Course

Advanced course Cadets are required to attend the four-week advance course at Ft. Knox, Kentucky, upon completion of the junior year of military science. Attendance is a prerequisite to commissioning but may be delayed until completion of the senior year with the approval of the United States Army and the professor of Military Science at ETSU.

Withdrawal of Students

The Government or the ROTC Department may, at its option and at any time, withdraw financial support for any student in the program. This information will be provided to the student and the institution in writing within a reasonable time after publication. The institution may request withdrawal by the Government of any student for academic or disciplinary reasons.

ROTC students will be required to verify for all courses registered. If withdrawal occurs after the add/drop period and before the end of a term, the Government will pay any tuition and fees due for the current term. The institution shall refund any eligible charges under the institution's standard procedures for any student in effect on the date of withdrawal. Withdrawal of students by the Government will not be the basis for any special charge or claim by the institution other than charges under the institution's standard procedures.

Contact Information

Department of Military Science
College of Business and Technology
East Tennessee State University
423.439.5291; linvillek@etsu.edu
etsu.edu/cbat/rotc

THE R.T.L. LISTON MEDALLION FOR ACADEMIC EXCELLENCE

This award honors the important contributions of the thirteenth president of King, Robert Todd Lapsley

Policies—Programs and Services

Liston, who served for 25 years and led the institution into a new era of academic excellence. Since 1986, this award has been and will continue to be presented each year to a traditional undergraduate major graduating with the highest grade-point average. In the case of a tie, more than one award is given. The award is made on a strictly quantitative basis without consideration for a particular degree (B.S., B.A., B.S.N., etc.) or major.

For any course taken on a Pass/Fail basis, the letter grade that was assigned will be used to calculate a candidate's grade-point average. 75% of all course work must be taken at King to qualify for the award. Students who have been found responsible for an academic honesty violation of the King Honor Code are not eligible to receive the award.

Any summer graduate who attains a grade point average equal to or greater than the Liston award recipient of the previous spring graduation will become a recipient of the Liston award as well. The graduate will have his or her name inscribed on the R.T.L. Liston award plaque and will receive a medallion comparable to any other Liston award recipient. Such a graduate will not walk across the stage to receive the award. However, the graduate may elect to delay his or her graduation until the following spring in order to receive the award at commencement, but then the graduate will be competing with the next year's cohort and will not necessarily have the highest GPA.

Fall graduates will be competing for the award with the cohort that graduates the following spring.

STUDENT AFFAIRS

The Student Affairs Office is located in Maclellan Hall of the Bristol, Tennessee campus. The Vice President for Student Affairs and Dean of Students and the Executive Secretary to the Vice President for Student Affairs and Dean of Students is located in the Student Affairs Office. The following departments are part of the Student Affairs Division.

Career Services

Career Services is dedicated to helping King students and alumni discover their strengths, explore opportunities, and achieve their career and vocational aspirations. We strive to prepare our community for lifelong career success through personalized advising, professional development, and meaningful employer connections. Our purpose is to advise and empower King students and alumni to understand and navigate their personal vocational journey from university to career.

To achieve this purpose, Career Services provides services and resources to assist individuals with:

- Gaining clarity and confidence about their career and vocational direction and goals;
- Acquiring and articulating core career competencies: self-knowledge; networking; leadership and professional development; innovation, creativity, and entrepreneurship;
- Obtaining meaningful internships, post-university careers, or acceptance to graduate schools;
- Being inspired, empowered, and supported by a university-to-career community to achieve their personal and professional goals.

Counseling Center

The King University Counseling Center provides enrolled students with an opportunity to meet with a licensed professional counselor to assist in reaching their full potential spiritually, emotionally, academically, and socially. As a ministry of King University, the services offered are an attempt to bring the best of Christian care and professional practice of psychotherapy to those seeking help in times of need. The Counseling Center is first and foremost a service for King University students because we understand that college is about development inside and outside of the classroom.

Policies—Programs and Services

Immunization

Refer to the King University *Student Handbook* for information on immunizations and the King University website at www.king.edu.

King University Student Handbook

Policies regarding campus life, residence life, student conduct, etc. can be found in the King University *Student Handbook*, which may be accessed online at <http://studenthandbook.king.edu>.

Orientation

Launch, the New Student Orientation Program, provides freshmen and new transfer students with the opportunity to be acquainted with King as well as meet new friends.

Residence Life

Residence Life provides services and programs to support a comprehensive on-campus living experience that fosters individual, academic, spiritual, and social growth. Residence Life offers intentional, developmental campus living programs to meet the diverse needs of residential students. This experience includes connecting students to the campus community and laying a foundation of experiences essential to future success. The Residence Life staff consists of the Director of Residence Life, two Area Coordinators, and 24 Resident Assistants. These individuals are tasked with maintaining a residential environment conducive to academic and individual growth.

Security

King Security works closely with students, faculty, staff, visitors, local law enforcement, and emergency services concerning safety and security.

Security can be contacted by dialing 4333 from any campus telephone, by dialing 423-652-4333, or in person in the Security Office located in the basement of Parks Hall. Further information regarding campus

security can be obtained by referring to the King website, the King University *Student Handbook*, or by contacting the Director of Safety and Security.

Security contact information for all other instructional locations can be found on the King website.

The Annual Security and Crime Statistics Reports are released pursuant to the Department of Education, Federal I Student Aid Handbook, Chapter 6, Providing Consumer Information, and Campus Security section, Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act and Tennessee Code Annotated 49-7-2203. The Annual Security and Crime Statistics Reports are available at <https://www.king.edu/about/offices/security-and-safety/clery-act/>; or paper copy is available at the Security Office located in the basement of Parks Hall; or upon request by calling 423-652-4705 off campus, or extension 4705 on campus. Written requests can be made to the following address: King University Security Department, 1350 King College Road, Bristol, TN 37620.

Student Activities

King University seeks to provide a range of engaging, educational, developmentally appropriate, and fun activities for all students.

The official student programming board is known as SLACK (*Student Life Activities Committee @ King*). SLACK sponsors events during the week and on weekends throughout the semester; most SLACK events are free or of minimal cost to participating students. SLACK Sports, a division within SLACK, provides intramural athletic competition opportunities throughout the semester.

Announcements about student activities and events are posted on flyers and digital signs and via social media and email.

Policies—Programs and Services

Student Engagement

The Office of Student Engagement coordinates Community Outreach, local Cross-Cultural options. Opportunities to participate in community outreach activities are provided as an effort to enhance the quality of life for members of the surrounding community while enriching the lives of King University students.

Vehicle Registration

Information regarding vehicles on campus can be found at this link:
<https://www.king.edu/about/offices/security-and-safety/parking/>

ACADEMIC SUPPORT SERVICES

ACADEMIC CENTER FOR EXCELLENCE (ACE)

The ACE, located on the first floor of Bristol Hall on the Bristol campus, provides academic support services to the King community through the Writing Center, and Math Center. King's speaking Center is located in the Snider Honors House. In addition to the face-to-face tutoring, King also provides student access to 24-hour, seven-day-a-week online tutoring through King's online tutoring partner, Upswing.

Writing Center

The Writing Center is committed to facilitating learning and scholarship across the curriculum through resources and instruction in quality academic writing. Students and faculty are encouraged to use the Writing Center as a resource when quality academic writing is critical to their success.

Peer tutors, supervised and supported by King University faculty, work with students in 30- to 60-minute conferences identifying areas of improvement and providing techniques to further develop their writing skills. Students are able to schedule follow-up sessions to reinforce learning. Hours vary by semester and are posted in the Academic Center for Excellence in Bristol Hall.

Students learning remotely or who otherwise cannot visit the Writing Center in person are encouraged to submit their papers and other documents to the Online Writing Lab. (OWL). Staffed by King University faculty, the OWL is a 24-hour service available to the King Community and is committed to providing feedback via email between 24 and 72 hours of receipt.

Speaking Center

The Speaking Center provides support and assistance to students in oral communication. Peer-tutors provide assistance with developing oral presentations, speeches, and other skills related to oral communication.

Tutors work with students in 30- or 60-minute conferences and emphasize techniques that students can use on their own. Follow-up sessions reinforce the learning in each session. Hours vary by semester and are posted in the Academic Center for Excellence in Bristol Hall.

Math Center

The Math Center provides students with supplemental instruction and tutoring in mathematics and quantitative assignments. Students may schedule 30- to 60- minute conferences with peer-tutors to identify areas of improvement and provide techniques to further develop their quantitative and reasoning skills. Hours vary by semester and are posted in the Academic Center for Excellence in Bristol Hall.

Online Tutoring

In addition to the in person tutoring in the ACE, King University partners with Upswing to provide 24-hour online tutoring to King University students. Upswing tutors are available in a variety of subjects 24 hours a day, seven (7) days a week. Services include one-on-one online tutoring, asynchronous online tutoring, and scheduled virtual appointments. Students may access Upswing using the link in every Canvas course.

Policies—Programs and Services

FIRST YEAR AND TRANSFER YEAR EXPERIENCE CLASS

The First-Year Seminar course is designed to assist students in making the transition to university by providing them with an introduction to the University and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment.

The Transfer-Year Seminar course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student's experience.

Introduction to Higher Education is designed for adult students and focuses on strategies for success in higher education for non-traditional, working adults.

LEARNING AND DISABILITY SERVICES

King University is committed to enabling students with documented disabilities to participate in university programs by providing reasonable and appropriate accommodations for them. The Office of Learning & Disability Services works with students, students' families/supporters, and students' healthcare providers to determine eligibility for accommodations and to determine appropriate accommodations and coordinates with faculty and other university staff and offices to ensure access to university programs and services for students with disabilities.

STUDENT SUCCESS

Built on the framework of the *Appreciative Inquiry Model*, King University assigns a Student Success Specialist to all students.

The role of the Student Success Specialist is to:

- Work with assigned students to increase motivation, encourage achievement, monitor academic success and assess student's ability to persist to the next semester/academic year
 - Foster discussion on such topics as classes, study habits, time management, major selection, student interaction, family relationships, and campus involvement
 - Facilitate the course registration process
 - Provide immediate (24-48 hour) follow-up on all early alert referrals from faculty
 - Direct students to the appropriate resources available to help ensure their success
- Maintain contact with assigned students in order to enhance academic success and increase retention/graduation rates

Preparation for Pre-Professional Programs

PRE-PROFESSIONAL PROGRAMS

Law

Law schools have traditionally recommended for those seeking preparation for legal studies precisely the sort of broadly-based, high-quality liberal arts education that King offers. While most law schools tend to avoid suggesting any specific major program or set of “pre-law” courses, the Association of American Law Schools stresses a pre-law education which emphasizes “comprehension and expression in words; critical understanding of human institutions and values with which the law deals; [and] creative power in thinking” (*Association of American Law Schools and the Law School Admission Council, Inc., Pre-Law Handbook*).

King’s basic requirements can be relied upon to develop the student in these areas; a major program and carefully selected elective courses serve to permit diversity as well as comprehensiveness in pre-law study. In recent years, King students seeking legal careers have tended to major in Political Science/History and have met with considerable success in gaining admission to law schools, but other King students have found other major programs suitable for pre-law training as well.

Pre-law students should work closely with King’s pre-law faculty advisor, Professor David Robinson, in planning their undergraduate program so that it reflects the recommendations of the AALS and in order to gather the necessary information about various law school programs, entrance requirements, the LSAT, and financial aid.

Additionally, the Political Science/History and English majors include optional Law Dual Degree tracks. King offers students the opportunity to pursue an accelerated path to completing both a bachelor’s and a Juris Doctor degree in six years rather than seven. It is anticipated that most students will complete their

general education and major requirements in three years. Following the Law Dual Degree Program does not automatically guarantee students’ entrance into law school. Students must still successfully take the LSAT and competitively apply to their intended law program. A student who completes the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Arts from King only after satisfactorily completing the first year of an approved school of law program.

Medicine and Health Sciences

The Health Sciences Advisory Committee (HSAC) assists students interested in attending health professions graduate programs in medicine, pharmacy, physical therapy, veterinary medicine, dentistry, physician assistant, chiropractic, and other healthcare-related disciplines. The committee provides information, resources, and insight to assist students in exploring the various health professions, learning how to become a competitive applicant, and navigating obstacles along the way.

Ministry

While many majors offered in the institution are acceptable for admission into seminary, students are encouraged to prepare for seminary by having a solid foundation in Religious Studies, Philosophy, Literature, Foreign Language, and the Social Sciences.

Upon completion of the King degree, students may be admitted to seminary where, after three (3) years of study, they receive the degree of Master of Divinity (M.Div.).

Pharmacy

Students interested in attending pharmacy school can choose from three (3) options. One is to complete pre-pharmacy requirements in two (2) academic years.

Another option is to complete in four (4) academic

Preparation for Pre-Professional Programs

years a King degree of their choice along with the necessary pre-pharmacy requirements.

A third option is to complete a Pharmacy Dual Degree curriculum. The student receives a B.S. degree in Biology after completing three (3) academic years at King and the first academic year of an accredited professional school of pharmacy. A description of the dual degree curriculum is listed under Biology in the *Academic Programs* section of this catalog.

Teacher Education

The School of Education offers educator preparation programs designed to prepare qualified candidates for careers in the teaching profession. Programs are available leading to Tennessee licensure in secondary subject areas (Grades 6-12), Elementary Education (Grades K-5), Elementary Education K-5 with Special Education K-8, K-12 Music (Vocal or Instrumental), K-12 Physical Education, and English as a Second Language K-12.

Grades 6-12 Education Tracks are available within the Biology, Chemistry, English, History, Mathematics, Physics, and Spanish majors and will lead to secondary licensure (Grades 6-12) when accompanied by the secondary education minor and successful completion of licensure examinations. Students seeking elementary licensure (Grades K-5) complete an interdisciplinary studies program, the elementary education minor, and required licensure examinations. Students seeking a dual license in elementary and special education complete an interdisciplinary studies major, the elementary education with special education minor, and the required licensure assessments. Students seeking K-12 licensure in Music Education Vocal/General or Music Education Instrumental/General or Physical Education complete a major matched to state standards, the K-12 education minor, and required licensure examinations. All candidates in the undergraduate program complete one semester of student teaching. An English as a Second

Language K-12 endorsement may be added to any other teaching license.

The Master of Education (MEd) in Curriculum and Instruction is a graduate program for those who already possess a bachelor's degree. The MEd offers Initial Licensure in all approved subject areas.

Pending TDOE and SACSCOC approval, King will offer a Master of Education (MEd) in Leadership and Education Specialist (EdS) for those seeking an administrative license or to serve their schools in other leadership positions.

Subsequent licensure in Virginia or other states may require additional testing. Consult with the Program Coordinator of Teacher Education for details on teacher licensure.

General Education

GENERAL EDUCATION—TRADITIONAL

General Education is the academic foundation for the King experience. It gives Traditional students the skills, ideas, and knowledge they need to pursue their major and minor programs with confidence and good judgment. General Education, expressing King's values through exploration of the Arts and Sciences and a cross-cultural experience, helps students understand their responsibilities to learn and to serve their fellow human beings throughout their lives.

General Education's global emphasis and the fact that senior faculty teach many courses translate to advantages for King students in the job market and in graduate school admissions processes. The required 42 hours of general education represent one-third of the hours necessary for graduation and frame all academic work with a balanced Christian perspective.

General Education courses fulfill requirements across the three (3) Core Competencies in these broad areas: Humanities and Fine Arts, Social and Behavioral Sciences, and Natural Sciences and Mathematics. Students must master these skills and ways of thinking before graduation from King and demonstrate their competence through specific measures detailed in the General Education assessment plan. King University also employs a Comprehensive Assessment for general education is OAK (Outcomes Assessment at King). The OAK is a test given during a student's final semester before they graduate.

Overview of Core Requirements

General Education is composed of two (2) parts: Common Experience and General Education Experience. The Common Experience is intended to be a bridge from the General Education to students' academic coursework, majors, and, eventually, to their lives of vocation and service. The General Education Experience assures students obtain the academic foundation needed to be successful in King University degree programs.

Common Experience

KING 1000/2000	
First/Transfer Year Seminar	2 s.h.
KING 3000	
Cross-Cultural Experience.....	0 s.h.
KING 4000	
Christian Faith and Social Responsibility	2 s.h.
KING 4020	
OAK	0 s.h.
Choose one class from the following	4 s.h.
RELG 1101	
Understanding Christianity: The Bible (4 s.h.)	
RELG 1102	
Understanding Christianity: Thought and Practice (4 s.h.)	

General Education Experience

Citizenship	4 s.h.
English Composition I	4 s.h.
English Composition II	2 s.h.
Human Creative Products.....	4 s.h.
Human Culture.....	4 s.h.
Humanities (Literature and History).....	8 s.h.
Quantitative Literacy.....	4 s.h.
Science.....	<u>4 s.h.</u>

**Total Common Experience and
General Education Requirements..... 42 s.h.**

General Education Course Options

The following list of courses is not in sequential order. Some programs of study suggest specific courses from the menus listed for specific categories. Students should consult their academic advisors as they schedule their classes. For specific questions related to transferring coursework from another institution into the core requirements, please see *Applying as a Transfer Student* in the *Admissions Policies* section.

General Education

Common Experience

All students must take the following three (3) courses, meet the Cross-Cultural Experience requirement, and an assessment while enrolled at King. Courses from other institutions will not satisfy these Common Experience requirements.

KING 1000/2000

First/Transfer Year Seminar 2 s.h.

KING 3000

Cross-Cultural Experience 0 s.h.

Students can choose from an array of options to meet this requirement. Please confer with the Dean of the King College of Arts and Sciences for more information.

KING 4000

Christian Faith and Social

Responsibility 2 s.h.

KING 4020

OAK 0 s.h.

Students must take the OAK (Outcomes Assessment at King) basic subjects test on general education in their graduation semester. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.

Choose one class from the following..... 4 s.h.

RELG 1101

Understanding Christianity: The Bible (4 s.h.)

RELG 1102

Understanding Christianity: Thought and Practice (4 s.h.)

General Education Experience

Students must take the prescribed amount of coursework in each of the eight (8) categories listed below. Three (3) of these categories have specified common courses; the other five (5) categories offer choices from a menu of courses.

Citizenship

Choose from the following courses 4 s.h.

CRJU 1500

Introduction to Criminal Justice (4 s.h.)

ECON 2000

Introduction to Economic Principles (4 s.h.)

ICST 2200

Cultural Identity (4 s.h.)

PHIL 2010

Truth, Value, and the Good Life:

An Introduction to Philosophy (4 s.h.)

PSCI 2010

United States Government (4 s.h.)

PSCI 2020

World Politics (4 s.h.)

SAIS 2310

Espionage and Intelligence (4 s.h.)

SAIS 2330

International Terrorism (4 s.h.)

English Composition I

Students must complete a composition course within their first 24 s.h. of coursework or before they enter major courses. Every student must earn a grade of C- or higher to pass ENGL 1110. A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, the student must have a C- or higher in that course.

ENGL 1110

English Composition: Writing and

Speech 4 s.h.

English Composition II

ENGL 2010

English Composition: Research and

Writing 2 s.h.

Human Creative Products

Choose from the following courses 4 s.h.

ENGL 2450

Appalachia in Literature and Film (4 s.h.)

General Education

FINE 2210	History of Art I (4 s.h.)
FINE 2220	History of Art II (4 s.h.)
FINE 2250	History of American Art (4 s.h.)
MUSC 1110*	King Chorale (1 s.h.)
MUSC 1130*	Small Choral Ensemble (1 s.h.)
MUSC 1150*	Instrumental Ensembles (1 s.h.)
MUSC 1170*	Jazz Ensemble (1 s.h.)
MUSC 1200	Introduction to Sound Engineering (4 s.h.)
MUSC 2181	History of Jazz (4 s.h.)
MUSC 2300	American Folk Music (4 s.h.)
MUSC 2400	Community Music and Quality of Life (4 s.h.)
PHOT 1010	Photographic Foundations (4 s.h.)
SPCH 1000	Speech Fundamentals (4 s.h.)
THTR 1020*	Theatre Practicum: Technical (2 s.h.)
THTR 1110	Acting I: Fundamentals of Acting and Play Analysis (4 s.h.)
THTR 2000	Introduction to Theatre (4 s.h.)
THTR 2012	Theatre History I (4 s.h.)

*Students may repeat or enroll in a combination of these courses to earn up to 4 s.h. of credit and fulfill the Human Creative Products General Education requirement.

Human Culture

All students must meet the second language proficiency requirement. The second language proficiency requirement may be met in any of the

following ways:

- A placement level of semester three (3) or higher on a placement exam for Spanish along with writing and oral samples that score at the ACTFL Scale Intermediate Level or higher. The writing and oral samples will be administered and scored by a faculty member in the Department of Languages and Literatures.
- A placement level of semester three (3) or higher on a competency exam for Latin.
- A score of Intermediate Low or higher on the ACTFL proficiency scale as determined by an Oral Proficiency Interview administered by Language Testing International. Students will incur the cost for the interview. Interviews are available in a variety of modern languages.
- Demonstrate level two proficiency on the American Sign Language Proficiency Interview (ASLPI) administered by Gallaudet University. Students will incur the cost for the evaluation and any associated fees.
- A grade of C or better in a course conducted in English for students whose first language is not English.
- Successful translation of a New Testament passage from Greek done in a controlled setting. The passage will be assigned and success in translation will be determined by a faculty member in the Department of Bible and Religion.

Successful completion of one of the following courses: GREK 2000 Ancient Greek II, HEBR 2000 Ancient Hebrew II, LATN 2000 Intermediate Latin, SPAN 2000 Intermediate Spanish, SPAN 2210 Spanish for Healthcare Professionals, SPAN 2100 Spanish Study Abroad, or SPAN 2220 Business Spanish. Intermediate language courses from other institutions will be reviewed during the transfer evaluation process and credit for language courses will be granted on a case-by-case basis.

General Education

Students must *first* demonstrate second language proficiency to elect ICST 2120, PSYC 1520, RELG 2800, or RELG 2430 to fulfill the Human Culture requirement.

Choose from the following courses 4 s.h.

GREK 2000

Ancient Greek II (4 s.h.)

HEBR 2000

Ancient Hebrew II (4 s.h.)

ICST 2120

Cultural Diversity in America (4 s.h.)

LATN 2000

Intermediate Latin (4 s.h.)

PSYC 1520

Introductory Psychology (4 s.h.)

RELG 2430

Understanding the World's Religions (4 s.h.)

RELG 2800

Death and Dying (4 s.h.)

SPAN 2000

Intermediate Spanish (4 s.h.)

SPAN 2100

Intermediate Spanish Study Abroad (4 s.h.)

SPAN 2210

Spanish for Healthcare Professionals (4 s.h.)

SPAN 2220

Business Spanish (4 s.h.)

Humanities: Literature and History

Students must take *The Quest for a Meaningful Life* course sequence, which is comprised of two (2) interdisciplinary courses that combine the political/social history of an historic time and the literature of the same period. If students transfer in one history *and* one literature course from another institution, they are exempt from the humanities requirement. If students transfer in one history *or* one literature course from another institution, they should complete the Literature and History requirement by taking HUMN 2171.

HUMN 2171

The Quest for a Meaningful Life I 4 s.h.

HUMN 2172

The Quest for a Meaningful Life II 4 s.h.

Quantitative Literacy

Students must complete a mathematics course within their first 24 s.h. of coursework or before they enter major courses.

Choose from the following courses 4 s.h.

MATH 1500

Cryptology: The Science of Secret Writing (4 s.h.)

MATH 1560

Introduction to Statistics (4 s.h.)

MATH 2350

Calculus I (4 s.h.)

Science

Choose from the following courses 4 s.h.

BIOL 1010

Human Anatomy and Physiology I (4 s.h.)

BIOL 1120

Introduction to Biology (4 s.h.)

CHEM 1010

Introduction to Chemistry (4 s.h.)

CHEM 1110

General Chemistry I (4 s.h.)

PHYS 2010

Physical Science (4 s.h.)

PHYS 2040

Survey of Astronomy: The Sun and Planets (4 s.h.)

PHYS 2050

Survey of Astronomy: Stars and Galaxies (4 s.h.)

GENERAL EDUCATION—ADULT AND GRADUATE STUDIES (AGS)

General Education courses in the Arts and Sciences have served King's Traditional student population for decades and are the academic foundation for the King experience. Many of the courses found in the General Education equip AGS students with the skills, ideas, and knowledge they need to pursue their major

General Education

coursework with confidence. In addition to their academic major, General Education courses are what distinguish college graduates from others who have not had the opportunity to complete a bachelor's degree at King University. Many students transfer coursework from community colleges or other higher educational institutions, while others choose to complete all coursework, including their General Education courses, at King University.

General Education courses fulfill requirements across the three (3) Core Competencies in these broad areas: Humanities and Fine Arts, Social and Behavioral Sciences, and Natural Sciences and Mathematics. Students must master these skills and ways of thinking before graduation from King and demonstrate their competence through specific measures detailed in the General Education assessment plan. King University also employs a Comprehensive Assessment for general education: the OAK (Outcomes Assessment at King). The OAK is a test given during a student's final semester before they graduate.

Overview of General Education Requirements

The Adult and Graduate Studies General Education Curriculum is composed of two (2) parts: Common Experience and General Education Experience. The Common Experience is intended to be a bridge from the Core Curriculum to students' academic coursework, majors, and, eventually, to their lives of vocation and service. The General Education Experience assures students obtain the academic foundation needed to be successful in King University degree programs.

Common Experience

KING 4020
OAK..... 0 s.h.

Choose one class from the following..... 4 s.h.

RELG 1101
Understanding Christianity: The Bible (4 s.h.)

RELG 1102

Understanding Christianity: Thought and Practice (4 s.h.)

General Education Experience

Citizenship..... 4 s.h.
English Composition..... 4 s.h.
English Composition II..... 2 s.h.
Human Creative Products..... 4 s.h.
Human Culture..... 4 s.h.
History..... 4 s.h.
Literature..... 4 s.h.
Quantitative Literacy..... 4 s.h.
Science..... 4 s.h.

**Total Common Experience and
General Education Requirements 38 s.h.**

AGS General Education Curriculum Course Options

The following list of courses is not in sequential order. Some programs of study recommend specific courses to fulfill specific requirements. Your Student Success Specialist will assist you with scheduling and registering you for appropriate coursework in your program. An AGS Student's Transfer Evaluation showing which credits from a previous institution will transfer to King and what General Education categories those courses would satisfy is completed by the Office of Registration and Records within the student's first semester at King. Please visit *Applying as a Transfer Student* in the *Admissions Policies* section for further information regarding the evaluation of transfer credits.

Common Experience

All students must take the following course and complete an assessment while enrolled at King. Courses from other institutions will not satisfy these Common Experience requirements.

KING 4020
OAK 0 s.h.

Students must take the OAK (Outcomes Assessment at King) basic subjects test on general

General Education

education in their graduation semester. Any student who does not meet the comprehensive assessment of general education requirement will not graduate until the requirement has been met.

Choose one class from the following..... 4 s.h.

RELG 1101

Understanding Christianity: The Bible (4 s.h.)

RELG 1102

Understanding Christianity: Thought and Practice (4 s.h.)

General Education Experience

Students must take the prescribed amount of coursework in each of the categories listed below. General education courses must be taken as soon as possible after matriculation.

Citizenship

Choose from the following courses..... 4 s.h.

CRJU 1500

Introduction to Criminal Justice (4 s.h.)

ECON 2000

Economic and Social Systems: Principles of Economics (4 s.h.)

HIST 2150

History of Appalachia (4 s.h.)

LIBS 3400

The Quest for Community and an Ordered Society (4 s.h.)

PSCI 2010

United States Government (4 s.h.)

PSCI 2020

World Politics (4 s.h.)

PSCI 2200

The Future of Citizenship (4 s.h.)

English Composition I

Students must complete a composition course within their first 24 s.h. of coursework or before they enter major courses. Every student must earn a grade of C- or higher to pass ENGL 1110. A grade below a C- is equivalent to a grade of F. Should a student transfer in English composition from another institution, the student must have a

C- or higher in that course.

ENGL 1110

English Composition: Writing and Speech 4 s.h.

English Composition II

ENGL 2010

English Composition: Research and Writing..... 2 s.h.

Human Creative Products

Choose from the following courses..... 4 s.h.

DMAD 2000

History of Photography (4 s.h.)

DMAD 2200

The Arts in Historical Context (4 s.h.)

ENGL 2120

Introduction to Appalachian Literature (4 s.h.)

ENGL 2450

Appalachia in Literature and Film (4 s.h.)

LIBS 3000

Quest for Self-Knowledge (4 s.h.)

PHOT 1010

Photographic Foundations (4 s.h.)

SPCH 1000

Speech Fundamentals (4 s.h.)

THTR 1110

Acting I: Fundamentals of Acting and Play Analysis (4 s.h.)

Human Culture

Choose from the following courses..... 4 s.h.

ICST 2120

Cultural Diversity in America (4 s.h.)

LATN 2000

Intermediate Latin (4 s.h.)

PSYC 1520

Introductory Psychology (4 s.h.)

RELG 2430

Understanding the World's Religions (4 s.h.)

SPAN 1010

Spanish Language and Culture (4 s.h.)

This course does not fulfill the Traditional

General Education

General Education Language requirement. This course does not meet the pre-requisite for SPAN 2000.

SPAN 2000

Intermediate Spanish (4 s.h.)

History

Choose from the following courses 4 s.h.

HIST 2110

20th Century Global History (4 s.h.)

HIST 2161

The United States to 1877 (4 s.h.)

HIST 2162

The United States from
1877 to Present (4 s.h.)

HIST 2171

Western Civilization in
Global Context I (4 s.h.)

HIST 2172

Western Civilization in
Global Context II (4 s.h.)

Literature

Choose from the following courses 4 s.h.

ENGL 2110

20th and 21st Century World
Literature (4 s.h.)

ENGL 2160

Literature and the American
Identity (4 s.h.)

Quantitative Literacy

Students must complete a mathematics course within their first 24 s.h. of coursework or before they enter major courses.

MATH 1560

Introduction to Statistics 4 s.h.

Science

Choose from the following courses 4 s.h.

BIOL 1110

Principles of Biology (4 s.h.)

PHYS 2040

Survey of Astronomy: The Sun and
Planets (4 s.h.)

Undergraduate Courses that Build Skills for AGS Students

In addition to the general education requirements, there are courses offered every semester for Adult and Graduate Students that enhance academic skills and therefore improve performance in all subsequent courses.

Many students opt to begin their academic career at King University with the Introduction to College Semester. These three (3) courses are designed and strategically placed to provide students with the optimal path to success both in the AGS General Education and when they transition to their major coursework. These courses are not designed for transfer credit.

KING 1610

Preparing for College Level Work 4 s.h.

MATH 1000

Principles of Mathematics 4 s.h.

ENGL 1010

English Composition: Basic Composition.... 4 s.h.

Undergraduate Courses that Explore AGS

Disciplines

Some general education courses also serve as introductions to AGS majors. ENGL 2110 20th and 21st Century World Literature or ENGL 2160 Literature and the American Identity presents students with examples of the English Online major. HIST 2110 20th and 21st Century Global History, HIST 2161 U.S. to 1877, or HIST 2162 U.S. 1877 to the Present introduce History Online. PSYC 1520 Introductory Psychology familiarizes students with the Psychology program.

In addition, other introductory courses give students experience in specific disciplines to help them choose a major, minor, or concentration.

Business Management

BUSA 1700

Introduction to Business (4 s.h.)

BUSA 2010

Digital Skills for 21st Century

General Education

Workplaces (4 s.h)

BUSA 3010

Personal Financial Planning (4 s.h.)

Healthcare Administration

HCAD 1700

Introduction to Healthcare

Administration (4 s.h.)

Information Technology

ITEC 2700

Foundations of Information

Technology (4 s.h.)

Social Work

SOWK 3410

Social Work Foundations (4 s.h.)

Academic Programs—Majors and Minors

MAJORS (DEGREES AWARDED)

- Accounting (BS)
- Applied Science and Mathematics (BS)
(This is a 3-year + 2-year program with the College of Engineering at the University of Tennessee, Knoxville)
 - Biomedical Engineering Track
 - Chemical Engineering Track
 - Civil Engineering Track
 - Industrial Engineering Track
- Biochemistry (BS)
- Biology (BA, BS)
 - Bioinformatics Track (BS)
 - Cell and Molecular Biology Track (BS)
 - General Biology Track (BA, BS)
 - Human Biology Track (BA)
 - Grades 6-12 Education Track (BA)
 - Pharmacy Dual Degree (BS)
- Business (BA)
 - Accounting Track
 - Business Administration Track
 - Economics Track
 - Finance Track
 - Healthcare Administration Track
 - Hospitality Management Track
 - Information Technology Track
 - Management Track
 - Marketing Track
- Business Management (BBA)
- Business (PMBA, TMBA)
 - Healthcare Administration Concentration
 - Management Concentration
- Chemistry (BS)
 - General Chemistry Track
 - Health Sciences Track
 - Grades 6-12 Education Track
- Criminal Justice and Criminology (BS)
- Cybersecurity and Cloud Computing (BS)
- Digital Media Art and Design (BA)
- Digital Marketing (BA)
- Education (MEd)
 - Curriculum and Instruction
 - Leadership
- Education (Post-Baccalaureate Program)
 - English as a Second Language (Grades PreK-12)
 - Special Education Interventionist (Grades K-8)
- Education: Interdisciplinary Studies (BA)
- English (BA)
 - Applied English Track
 - Grades 6-12 Education Track
 - Law Dual Degree Track
 - Writing and Literature Track
- English Online (BA)
- Exercise Science (BS)
 - Health and Fitness Track
 - Kinesiology Track
 - Grades K-12 Education Track
 - Nutrition Science Track
- Forensic Science (BS)
- Healthcare Administration (BS)
- Healthcare Administration (MHA)
- History (BA)
 - Integrative Track
 - Standard Track
 - Grades 6-12 Education Track
- History (BS)
- Leadership (EdS)
- Mathematics (BS)
 - General Mathematics Track
 - Research Track
 - Grades 6-12 Education Track
- Multidisciplinary Studies (BA, BS)
- Music (BA)
 - Applied Music Track
 - Music Education Vocal/General Track
 - with Grades K-12 Education Track
 - Music Education Instrumental/General Track
 - with Grades K-12 Education Track
- Nursing (BSN)
- Nursing (RN-BSN)
- Nursing (MSN)
 - Adult-Gerontology Acute Care Nurse Practitioner Concentration
 - Nurse Leadership and Administration Concentration
 - Family Nurse Practitioner Concentration
 - Psychiatric Mental Health Concentration
- Nursing (Post-Graduate Certificate)

Academic Programs—Majors and Minors

- Adult-Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Psychiatric Mental Health Nurse Practitioner
- Nursing Practice (DNP)
- Nursing Practice (BSN-DNP)
 - Adult-Gerontology Acute Care Nurse Practitioner Concentration
 - Nurse Leadership and Administration Concentration
 - Family Nurse Practitioner Concentration
 - Psychiatric Mental Health Concentration
- Physics (BS)
 - Grades 6-12 Education Track
- Political Science/History (BA)
- Political Science/History (BA)
 - Law Dual Degree Track
- Psychology (BS)
- Religious Studies (BA)
- Security and Intelligence Studies (BA)
- Social Work (BSW)
- Social Work (MSW)
- Spanish (BA)
 - Grades 6-12 Education Track
- Spanish for Healthcare Professionals – *undergraduate certificate*
- Sport Management (BS)
- Theatre (BA)
- Environmental Studies
- Exercise Science
- Health Humanities
- Healthcare Administration
- History
- Information Technology
- Intercultural Studies for Christian Service
- K-12 Education
- Leadership
- Marketing
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Secondary Education
- Secondary Education with English as a Second Language
- Security and Intelligence Studies
- Spanish
- Spanish for Healthcare Professionals
- Sport Management
- Theatre

MINORS

- Biology
- Business Administration
- Chemistry
- Christian Studies
- Criminal Justice and Criminology
- Digital Media Art and Design
- Economics
- Elementary Education
- Elementary Education with English as a Second Language
- Elementary Education with Special Education
- English
- English as a Second Language (Non-Licensure)

Academic Programs—Undergraduate

ACCOUNTING, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: L. WOODWARD

The Bachelor of Science (B.S.) in Accounting at King University is designed for adult and graduate studies students. Accounting is an academically challenging program that equips students with excellent critical thinking, problem solving, and writing skills. The B.S. in Accounting program allows students to integrate skills, theory and training for a successful career. The program also qualifies and equips students for the CMA exam and the accounting courses necessary for the CPA exam.

Required Hours

The total number of hours required at King to complete the B.S. in Accounting program is 48 semester hours, depending on a student's prior academic experience. This is a full-time program and is designed so that an incoming transfer student with 76 approved credit hours from an accredited college can graduate in four semesters. The courses in the B.S. in Accounting program are modular and accelerated in nature.

To graduate from King University a student must accumulate at least 124 hours, 48 of which must be completed at King. Courses from the General Education, program courses, and elective courses may be used to fulfill the 48 semester hour residency requirement. As a part of this 48 semester hour requirement, a minimum of one-third of the required hours in each declared major, minor, and concentration must be completed at King.

Technology Requirements

Students in the B.S. in Accounting program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, Excel, wireless capability, and webcam.

Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment Requirement

During the last semester of the program of study, B.S. in Accounting students will take a comprehensive assessment examination which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

Major Requirements

BUSA 2250	
Principles of Marketing.....	4 s.h.
BUSA 2301	
Financial Accounting	4 s.h.
BUSA 2302	
Managerial Accounting.....	4 s.h.
BUSA 3110	
Intermediate Accounting I	4 s.h.
BUSA 3120	
Intermediate Accounting II.....	4 s.h.
BUSA 3180	
Accounting Information Systems.....	4 s.h.
BUSA 3230	
Corporate Finance	4 s.h.
BUSA 3276	
Business Law.....	4 s.h.
BUSA 3841	
Tax Accounting.....	4 s.h.
BUSA 4810	
Advanced Accounting.....	4 s.h.
BUSA 4870	
Principles of Auditing	4 s.h.
BUSA 4990	
Comprehensive Assessment.....	0 s.h.
ECON 2000	
Introduction to Economic Principles.....	<u>4 s.h.</u>

Summary of Total Credits

Academic Programs—Undergraduate

General Education.....	38 s.h.
Major Requirements	48 s.h.
Electives	<u>38</u> s.h.
Minimum to Earn BA	124 s.h.

APPLIED SCIENCE AND MATHEMATICS, BS

TRADITIONAL

PROGRAM COORDINATOR: W. LINDERMAN

The B.S. in Applied Science and Mathematics is a degree conferred by King University as part of a 3+2 articulation agreement in collaboration with the Tickle College of Engineering at the University of Tennessee. Students majoring in Applied Science and Mathematics will take courses according to prescribed curricula for tracks in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering.

After three years at King, students in this program will transfer to the University of Tennessee to complete engineering courses for two years to earn a B.S. in Engineering at the University of Tennessee. After an approved transfer credit review by King of their engineering-related courses from the University of Tennessee, students will be recommended for conferral of a B.S. in Applied Science and Mathematics from King. As part of an articulation agreement with the University of Tennessee, the B.S. in Applied Science and Mathematics cannot be earned solely at King.

General Education Requirements

Applied Science and Mathematics majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Quantitative Literacy

MATH 2350	
Calculus I.....	4 s.h.

Science

CHEM 1110	
General Chemistry I.....	4 s.h.

Major Common Requirements

The following courses are required for all Applied Science and Mathematics majors.

MATH 2360	
Calculus II.....	4 s.h.
MATH 2370	
Vector Calculus.....	4 s.h.
MATH 3430	
Differential Equations.....	4 s.h.
MATH 4990	
Comprehensive Assessment.....	0 s.h.
PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3500	
Computational Physics.....	4 s.h.

Track Requirements

Students will choose a track in Biomedical Engineering, Chemical Engineering, Civil Engineering, or Industrial Engineering.

Biomedical Engineering Track

BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II.....	4 s.h.
BIOL 3300	
Cell Biology.....	4 s.h.
CHEM 1120	
General Chemistry II.....	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
ITEC 2010	
Programming for STEM.....	4 s.h.
MATH 2450	
Linear Algebra.....	4 s.h.
PHYS 3030	
Electricity and Magnetism.....	4 s.h.

Summary of Total Credits

General Education	42 s.h.
Major Requirements.....	56 s.h.
University of TN Engineering Courses.....	<u>30</u> s.h.
Minimum to Earn BS.....	128 s.h.

Academic Programs—Undergraduate

Chemical Engineering Track

CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110	
Organic Chemistry I	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.
CHEM 3200	
Analytical Chemistry II	4 s.h.
PHYS 3030	
Electricity and Magnetism	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	44 s.h.
Engineering Courses from	
University of Tennessee.....	30 s.h.
General Electives	<u>8 s.h.</u>
Minimum to Earn BS	124 s.h.

Civil Engineering Track

CHEM 1120	
General Chemistry II	4 s.h.
ITEC 2010	
Programming for STEM.....	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	32 s.h.
Engineering Courses from	
University of Tennessee.....	30 s.h.
General Electives	<u>20 s.h.</u>
Minimum to Earn BS	124 s.h.

Industrial Engineering Track

MATH 2450	
Linear Algebra.....	4 s.h.
PHYS 3030	
Electricity and Magnetism	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	32 s.h.
Engineering Courses from University of	
Tennessee.....	30 s.h.
General Electives	<u>20 s.h.</u>
Minimum to Earn BS	124 s.h.

BIOCHEMISTRY, BS

TRADITIONAL

PROGRAM COORDINATOR: B. BAKER

The B.S. in Biochemistry provides students with an opportunity to receive a thorough scientific training in the context of a Christian worldview. This program integrates a strong understanding of chemical and biological principles and quantitative problem solving with the development of hands-on research skills. Also, the Biochemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful biochemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

This major prepares a student for graduate work in Biochemistry as well as many areas of Chemistry or Biology. In addition, the minimum requirements of almost all medical, dental, veterinary, and pharmacy schools are met by a biochemistry major. It is valuable for those students who seek careers in the biotechnology industry, pharmaceutical industry, government, and science-based sales and marketing. Due to the large number of common courses that biochemistry shares with Biology and Chemistry, a student cannot simultaneously major in Biochemistry and major or minor in Biology, Chemistry, or Forensic Science.

Technology Requirements

The technology requirement for a biochemistry major is the minimum required by the university: namely, a laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Comprehensive Assessment

The Chemistry Capstone (CHEM 4930) and Comprehensive Assessment (CHEM 4990) are required for all Biochemistry majors. CHEM 4990 is an

Academic Programs—Undergraduate

end of program exam which tests the student's knowledge of chemistry in the areas of Organic, Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end of program exam, and there is a letter grade assigned for CHEM 4930. Both CHEM 4990 and 4930 are normally taken during the Fall or Spring semester leading up to the student's graduation.

General Education Requirements

Biochemistry majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110

General Chemistry I..... 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I..... 4 s.h.

Major Requirements

BIOL 2110

General Biology I..... 4 s.h.

BIOL 2120

General Biology II..... 4 s.h.

BIOL 3300

Cell Biology 4 s.h.

BIOL 3700

Biochemistry 4 s.h.

BIOL 3760

Genetics 4 s.h.

BIOL 3770

Molecular Biology 4 s.h.

CHEM 1120

General Chemistry II 4 s.h.

CHEM 2110

Organic Chemistry I 4 s.h.

CHEM 2120

Organic Chemistry II..... 4 s.h.

CHEM 3000

Analytical Chemistry I..... 4 s.h.

CHEM 4000

Physical Chemistry I 5 s.h.

CHEM 4930

Chemistry Capstone 1 s.h.

IDST 4500*

Interdepartmental Science and

Mathematics Seminar..... 2 s.h.

MATH 2360

Calculus II 4 s.h.

PHYS 2210

General Physics I..... 4 s.h.

PHYS 2220

General Physics II 4 s.h.

CHEM 4990

Comprehensive Assessment 0 s.h.

Choose from the following BIOL courses 8 s.h.

BIOL 3250

Bioinformatics (4 s.h.)

BIOL 3600

Human and Mammalian

Physiology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

Choose from the following CHEM courses..... 4 s.h.

CHEM 3200

Analytical Chemistry II (4 s.h.)

CHEM 4200

Physical Chemistry II (4 s.h.)

*0.5 s.h. - repeated for a total of four semesters

Summary of Total Credits

General Education 42 s.h.

Major Requirements..... 72 s.h.

Electives..... 10 s.h.

Minimum to Earn BS..... 124 s.h.

BIOLOGY, BS, BA

TRADITIONAL

PROGRAM COORDINATOR: L. K. VAUGHAN

The Bachelor of Science in Biology encompasses the study of life in each of its forms. Students interested in a broad understanding and appreciation of botany and zoology are encouraged to consider the General Biology track provided by the department. Students

Academic Programs—Undergraduate

desiring to pursue a career in medicine, allied health, pharmacy, biotechnology, or biomedical research are encouraged to consider the Cell and Molecular Biology track.

The Bioinformatics track will prepare students for graduate school and careers in the fields of genomics, informatics, data science, computational biology and biostatistics; this track requires that students minor in Mathematics.

A major in biology prepares one for a variety of careers. Most students interested in biomedical or health science careers often major in biology because many employers, and graduate and professional programs, require significant course work in this area. Thus, students with a BS in Biology are well-suited for careers in environmental research, conservation biology, forensic biology, botany, or zoology.

Additionally, the course work for the Cell and Molecular Biology track is designed to provide students with prerequisites required for many medical, pharmacy, and graduate programs, including microbiology, veterinary sciences, toxicology, optometry, and dentistry. Students are required to take Calculus I to fulfill their requirement in *Quantitative Literacy*. Although not explicitly required, students are strongly encouraged to begin looking for summer internship opportunities the summer after their sophomore year to gain experience and verify their suitability for their vocation. This is particularly important for students who want to attend clinical programs, which can require as many as 500-2000 hours of shadowing or patient contact as a prerequisite for admissions. Finally, many graduate programs will not consider applicants who have no research experience.

Students who major in biology **are not allowed to double major in Biochemistry, Forensic Science, or Health Sciences Chemistry**, due to the overlap already

present in these programs. The Biology and Chemistry Double Major provides students opportunity to pursue a dual major in these fields. If students would like to pursue a double major, they are encouraged to consider other majors that will help them in their chosen careers. Minors are not required for a Bachelor of Science degree, but many students pursue minors that will also help them in their chosen career. Suggestions include Mathematics, Philosophy, Psychology, Security and Intelligence Studies (SIS), Exercise Science, Medical Humanities, or a foreign language.

General Education Requirements

Biology majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110

General Chemistry I 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I 4 s.h.

Major Common Requirements for Biology BS

The following courses are required for all BS in Biology majors.

BIOL 2110

General Biology I..... 4 s.h.

BIOL 2120

General Biology II..... 4 s.h.

BIOL 3300

Cell Biology..... 4 s.h.

BIOL 3760

Genetics..... 4 s.h.

BIOL 4990

Comprehensive Assessment 0 s.h.

CHEM 1120

General Chemistry II..... 4 s.h.

CHEM 2110

Organic Chemistry I..... 4 s.h.

CHEM 2120

Organic Chemistry II..... 4 s.h.

Academic Programs—Undergraduate

IDST 4500*	
Interdepartmental Science and Mathematics Seminar	2 s.h.
PHYS 2210	
General Physics I	4 s.h.
PHYS 2220	
General Physics II	4 s.h.
*0.5 s.h. - repeated for a total of four semesters	

Track Requirements for Biology BS

Students will choose a track in General Biology, Cell and Molecular Biology, or Bioinformatics.

General Biology Track (BS)

BIOL 3100	
Plant Biology	4 s.h.
Choose from the following courses.....	4 s.h.
BIOL 3120	
Environmental Science (4 s.h.)	
BIOL 3130	
Ecology (4 s.h.)	
Choose from the following courses	4 s.h.
BIOL 3200	
Histology (4 s.h.)	
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3430	
Developmental Biology (4 s.h.)	
Choose from the following courses	4 s.h.
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	
BIOL 4400	
Microbiology (4 s.h.)	

Biology Electives (3100-level or higher)..... 8 s.h.

Cell and Molecular Biology Track (BS)

BIOL 3100	
Plant Biology	4 s.h.

Choose from the following courses	4 s.h.
BIOL 3120	
Environmental Science (4 s.h.)	
BIOL 3130	
Ecology (4 s.h.)	
BIOL 3700	
Biochemistry	4 s.h.
BIOL 3770	
Molecular Biology	4 s.h.
Biology Electives (3100-level or higher)	8 s.h.

Bioinformatics Track (BS)

(Minor in Mathematics also required)

BIOL 3250	
Bioinformatics	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.
BIOL 3770	
Molecular Biology	4 s.h.
ITEC 2010	
Programming for STEM	4 s.h.
Choose two from the following courses.....	8 s.h.
BIOL 4690	
Systems Biology (4 s.h.)	
ITEC 3450	
Database Management (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	62 s.h.
Common Requirements.....	38 s.h.
Track Requirements	24 s.h.
Electives.....	20 s.h.
Minimum to Earn BS.....	124 s.h.

PHARMACY DUAL DEGREE PROGRAM

King offers students interested in pursuing a doctoral degree at Pharmacy School (PharmD) the opportunity to apply after only three years at the undergraduate level. It is anticipated that most students would complete their requirements in three years; however, this may require students to have earned some credits

Academic Programs—Undergraduate

before matriculation to King, via dual enrollment or AP course credits. It is important that the student realize that following the Pharmacy Dual Degree Program does not automatically guarantee his or her entrance into pharmacy school. Students must still competitively apply to their intended graduate program(s). Students should also verify lists of required courses for each PharmD program of interest; many pharmacy schools require courses in economics and communications, in addition to the courses listed below.

A student who completes the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Science with a major in Biology from King only after satisfactorily completing the first year of an accredited professional school of pharmacy program. Typically, students will apply to schools of pharmacy during the summer before their third year at King or during the fall of their third year. Transfer students must complete at least 48 hours at King, including 20 hours of required Biology courses.

General Education Requirements

Pharmacy Dual Degree majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110

General Chemistry I..... 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I 4 s.h.

Pharmacy Dual Degree Requirements

BIOL 2110

General Biology I..... 4 s.h.

BIOL 2120

General Biology II..... 4 s.h.

BIOL 3310

Human and Vertebrate Comparative

Anatomy 4 s.h.

BIOL 3600

Human and Mammalian Physiology 4 s.h.

BIOL 3700

Biochemistry 4 s.h.

BIOL 4400

Microbiology 4 s.h.

BIOL 4990

Comprehensive Assessment 0 s.h.

CHEM 1120

General Chemistry II..... 4 s.h.

CHEM 2110

Organic Chemistry I 4 s.h.

CHEM 2120

Organic Chemistry II..... 4 s.h.

IDST 4500*

Interdepartmental Science and Mathematics

Seminar..... 2 s.h.

MATH 1560

Introduction to Statistics 4 s.h.

PHYS 2210

General Physics I..... 4 s.h.

Choose from the following courses 4 s.h.

BIOL 3250

Bioinformatics (4 s.h.)

BIOL 3300

Cell Biology (4 s.h.)

BIOL 3430

Developmental Biology (4 s.h.)

BIOL 3760

Genetics (4 s.h.)

BIOL 3770

Molecular Biology (4 s.h.)

BIOL 3900

Special Topics (4 s.h.)

BIOL 4350

Immunology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

BIOL 4700

Evolutionary Biology (4 s.h.)

PHYS 2220

General Physics II (4 s.h.)

*0.5 s.h. - repeated for a total of four semesters

Academic Programs—Undergraduate

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements.....	50 s.h.
Transferred Hours	
from PharmD program.....	32 s.h.
Minimum to Earn BS	124 s.h.

Bachelor of Arts (BA) Degree in Biology

The Bachelor of Arts in General Biology is designed for individuals seeking employment not requiring an advanced degree in science or medicine, but where a strong technical background is desirable. This would include such professional career options as scientific or pharmaceutical sales representative, lab technician, scientific writer, public school teacher, law, etc. This curriculum includes 50 semester hours of science and math but has more flexibility than the Bachelor of Science.

The Bachelor of Arts in Human Biology is designed for students who are interested in pursuing an advanced degree in graduate programs related to human health, such as a doctorate in physical therapy (DPT), or graduate degrees in physician's assistant (PA) or occupational health programs such as occupational therapy (OT). This track is *not* designed or intended to meet the needs of students who are pursuing medical, pharmacy, or graduate school in an area of biology or biomedical research. Students interested in those career paths should follow the requirements for a B.S. in Biology in either the General Biology or the Cell and Molecular Biology track.

The Bachelor of Arts with secondary education licensure prepares a student for teaching science. Licensed teachers are in great demand nationwide in all areas of science, particularly biology and chemistry. Students obtaining their secondary education licensure will minor in Education. Due to the large number of semester hours required for completion of the B.A. in Biology with secondary licensure, students should meet regularly with advisors from both Biology and Education.

Minor Requirement

Students who complete the Bachelor of Arts degree in Biology are required to have a minor. Students should choose their minor program with consideration of their career goals while in consultation with their academic advisors. Students should choose their minor program with consideration of their career goals while in consultation with their academic advisors. Suggestions include Mathematics, Philosophy, Psychology, Security and Intelligence Studies (SIS), Exercise Science, Medical Humanities, or a foreign language.

Clinical Experiences

During completion of course work, it is anticipated that students interested in physical therapy, occupational health, or physician's assistant programs would participate in clinical rotations or internships. Students should be aware that many of these specific graduate programs require up to 1500 hours of patient contact before admission to the respective programs. Thus, students should start accumulating hours the summer after their sophomore year.

General Education Requirements

Biology majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110	
General Chemistry I	4 s.h.

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

Major Common Requirements for Biology BA

The following courses are required for all B.A. in Biology majors.

BIOL 2110	
General Biology I.....	4 s.h.

Academic Programs—Undergraduate

BIOL 2120	
General Biology II.....	4 s.h.
BIOL 4990	
Comprehensive Assessment.....	0 s.h.
CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
IDST 4500 (0.5 credits, repeated for a total of four semesters) Interdepartmental Science and Mathematics Seminar.....	2 s.h.
PHYS 2210	
General Physics I	4 s.h.

Track Requirements for Biology BA

Students will choose a track in General Biology,
Human Biology, or Grades 6-12 Education.

General Biology Track (BA)

BIOL 3100	
Plant Biology	4 s.h.
BIOL 3760	
Genetics.....	4 s.h.

Choose from the following courses..... 4 s.h.

BIOL 3120	
Environmental Science (4 s.h.)	
BIOL 3130	
Ecology (4 s.h.)	

Choose from the following courses 4 s.h.

BIOL 3200	
Histology (4 s.h.)	
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3430	
Developmental Biology (4 s.h.)	

Choose from the following courses 4 s.h.

BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3600	
Human and Mammalian Physiology (4 s.h.)	
BIOL 4350	
Immunology (4 s.h.)	

BIOL 4400	
Microbiology (4 s.h.)	

Choose from the following courses..... 8 s.h.

Any BIOL courses at 3000-level or higher

OR

PHYS 2040	
Survey of Astronomy: The Sun and Planets (4 s.h.)	
PHYS 2050	
Survey of Astronomy: Stars and Galaxies (4 s.h.)	
MATH 1560	
Introduction to Statistics (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	50 s.h.
Common Requirements.....	22 s.h.
Track Requirements	28 s.h.
Electives/Minor	32 s.h.
Minimum to Earn BA.....	124 s.h.

Human Biology Track (BA)

BIOL 1010	
Human Anatomy and Physiology I.....	4 s.h.
BIOL 1020	
Human Anatomy and Physiology II	4 s.h.
EXSC 2500	
Introduction to Nutrition	2 s.h.
EXSC 3690	
Exercise Physiology.....	4 s.h.
HCAD 2100	
Medical Terminology	2 s.h.
PHYS 2220	
General Physics II	4 s.h.
PSYC 3050	
Lifespan Human Development	4 s.h.
<i>Choose from the following courses.....</i>	4 s.h.
BIOL 4690	
Systems Biology (4 s.h.)	
PHIL 3720	
Ethics (4 s.h.)	

Academic Programs—Undergraduate

RELG 2800

Death and Dying (4 s.h.)

Choose from the following courses 8 s.h.

BIOL 3200

Histology (4 s.h.)

BIOL 3250

Bioinformatics (4 s.h.)

BIOL 3300

Cell Biology (4 s.h.)

BIOL 3430

Developmental Biology (4 s.h.)

BIOL 3700

Biochemistry (4 s.h.)

BIOL 3760

Genetics (4 s.h.)

BIOL 4350

Immunology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 58 s.h.

Common Requirements 22 s.h.

Track Requirements..... 36 s.h.

Electives/Minor 24 s.h.

Minimum to Earn BA **124 s.h.**

Grades 6-12 Education Track (BA)

The B.A. in Biology (with Licensure for Grades 6-12) is available as a track of the Biology B.A. major and must be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned

a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

BIOL 3100

Plant Biology..... 4 s.h.

BIOL 3130

Ecology..... 4 s.h.

BIOL 3760

Genetics 4 s.h.

GEOG 2010

Physical Geography..... 3 s.h.

Choose from the following courses 4 s.h.

BIOL 3310

Human and Vertebrate Comparative

Anatomy (4 s.h.)

BIOL 3200

Histology (4 s.h.)

BIOL 3430

Developmental Biology (4 s.h.)

Choose from the following courses 4 s.h.

BIOL 3300

Cell Biology (4 s.h.)

BIOL 3600

Human and Mammalian Physiology (4 s.h.)

BIOL 4350

Immunology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

Choose from the following courses 8 s.h.

Any BIOL courses at 3000-level or higher

OR

PHYS 2040

Survey of Astronomy: The Sun and Planets (4 s.h.)

PHYS 2050

Survey of Astronomy: Stars and Galaxies (4 s.h.)

Academic Programs—Undergraduate

MATH 1560	
Introduction to Statistics (4 s.h.)	
MATH 2360	
Calculus II (4 s.h.)	

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	53 s.h.
Common Requirements	22 s.h.
Track Requirements.....	31 s.h.

Secondary Educ. Minor Requirements ... 32-56 s.h.

Note: Required semester hours for minor will vary depending on licensure option.

Minimum to Earn BA 127-151 s.h.

BIOLOGY MINOR

BIOL 2110, 2120	
General Biology I and II	8 s.h.
Additional Biology Electives at or above the 3100-level	<u>12</u> s.h.

Total..... 20 s.h.

BIOLOGY AND CHEMISTRY DOUBLE MAJOR

The B.S. in Biology and Chemistry is a double major that satisfies all requirements for both majors.

General Education Requirements

Biology and Chemistry double majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the General Education section of the catalog for additional details.

Science

CHEM 1110	
General Chemistry I.....	4 s.h.

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

Double Major Requirements

BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II.....	4 s.h.

BIOL 3300	
Cell Biology.....	4 s.h.
BIOL 3760	
Genetics.....	4 s.h.
BIOL 3100	
Plant Biology.....	4 s.h.
BIOL 3700	
Biochemistry.....	4 s.h.
BIOL 4990	
Comprehensive Assessment	0 s.h.
CHEM 1120	
General Chemistry II.....	4 s.h.
CHEM 2110	
Organic Chemistry I.....	4 s.h.
CHEM 2120	
Organic Chemistry II.....	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.
CHEM 4000	
Physical Chemistry I.....	5 sh.
CHEM 4930	
Chemistry Capstone	1 s.h.
CHEM 4990	
Comprehensive Assessment	0 s.h.
IDST 4500*	
Interdepartmental Science and Mathematics Seminar.....	2 s.h.
PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II	4 s.h.
Choose from the following courses	4 s.h.
BIOL 3120	
Environmental Science (4 s.h.)	
BIOL 3130	
Ecology (4 s.h.)	
Choose two from the following courses.....	8 s.h.
BIOL 3200	
Histology (4 s.h.)	
BIOL 3310	
Human and Vertebrate Comparative Anatomy (4 s.h.)	
BIOL 3430	
Developmental Biology (4 s.h.)	

Academic Programs—Undergraduate

BIOL 3600

Human and Mammalian Physiology (4 s.h.)

BIOL 3770

Molecular Biology (4 s.h.)

BIOL 4350

Immunology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

Choose three from the following courses 12-13 s.h.

CHEM 3200

Analytical Chemistry II (4 s.h.)

CHEM 3300

Advanced Organic Chemistry (4 s.h.)

CHEM 3500

Forensic Chemistry (4 s.h.)

CHEM 3600

Inorganic Chemistry (4 s.h.)

CHEM 4200

Physical Chemistry II (5 s.h.)

MATH 2360

Calculus II (4 s.h.)

*0.5 credits repeated for a total of four semesters.

Summary of Total Credits

General Education..... 42 s.h.

Double Major Requirements 80-81 s.h.

Electives 1-2 s.h.

Minimum to Earn BS 124 s.h

BUSINESS, BA

TRADITIONAL

PROGRAM COORDINATOR: A. BRUMLIK

The Bachelor of Arts in the Business (B.A. in Business) program at King is designed for traditional students.

The B.A. in Business program provides an academically challenging experience that empowers students with excellent business, writing, speaking, and critical thinking skills. The B.A. in Business program allows students to directly integrate skills, theory, and tools for a successful career.

Technology Requirements

Students in the BA in Business program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment Requirement

During the last semester of the program of study, B.A. in Business students will take the Peregrine Academic Services Business Program Assessment Examination which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics.

Internship Requirement

All students in the B.A. in Business program must complete an internship as part of their graduation requirements. Internship qualifications include:

- 2.5 minimum GPA
- Junior standing
- Approval from both advisor and Internship Coordinator

General Education Requirements

Business majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Citizenship

ECON 2000

Introduction to Economic Principles..... 4 s.h.

Quantitative Literacy

MATH 1560

Introduction to Statistics 4 s.h.

Academic Programs—Undergraduate

Major Common Requirements

The following courses are required for all Business majors.

BUSA 2130	
Business Communication	2 s.h.
BUSA 2200	
Management Information Systems.....	4 s.h.
BUSA 2250	
Principles of Marketing	4 s.h.
BUSA 2251	
Principles of Management	4 s.h.
BUSA 2301	
Financial Accounting.....	4 s.h.
BUSA 2302	
Managerial Accounting.....	4 s.h.
BUSA 3230	
Corporate Finance.....	4 s.h.
BUSA 3276	
Business Law	4 s.h.
BUSA 3800	
Internship/Cooperative Education	2 s.h.
BUSA 4001	
Business Policy and Strategic Management	4 s.h.
BUSA 4990	
Comprehensive Assessment	0 s.h.

Track Requirements

Students must choose a track in Accounting, Business Administration, Economics, Finance, Healthcare Administration, Hospitality Management, Information Technology, Management, or Marketing.

Accounting Track

Choose from the following courses..... 20 s.h.

BUSA 3100	
Cost Accounting (4 s.h.)	
BUSA 3110	
Intermediate Accounting I (4 s.h.)	
BUSA 3120	
Intermediate Accounting II (4 s.h.)	
BUSA 3841	
Federal Taxation (4 s.h.)	
BUSA 4810	
Advanced Accounting (4 s.h.)	

BUSA 4870

Principles of Auditing (4 s.h.)

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	56 s.h.
Common Major Requirements	36 s.h.
Track Requirements.....	20 s.h.
Electives.....	<u>26</u> s.h.
Minimum to Earn BA	124 s.h.

Business Administration Track

Only students who have chosen Business as a second major may select the Business Administration Track. Their first major should be a program housed outside of the School of Business, Economics, and Technology.

BUSA Elective, 2000-level or above 4 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	40 s.h.
Common Major Requirements	36 s.h.
Track Requirements.....	4 s.h.
First Major/Electives	<u>42</u> s.h.
Minimum to Earn BA	124 s.h.

Economics Track

ECON 260

Intermediate Microeconomic Theory..... 4 s.h.

ECON 3270

Intermediate Macroeconomic Theory 4 s.h.

Choose from the following courses..... 8 s.h.

BUSA 3560

Investment Management (4 s.h.)

ECON 3250

Money and Banking (4 s.h.)

ECON 3810

Economic Issues in Public Policy
and Current Events (4 s.h.)

PSYC 3100

Statistics for the Social Sciences (4 s.h.)

Summary of Total Credits

General Education	42 s.h.

Academic Programs—Undergraduate

Total Major Requirements.....	52 s.h.
Common Major Requirements.....	36 s.h.
Track Requirements.....	16 s.h.
Electives.....	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Finance Track

BUSA 3010	
Personal Financial Planning.....	4 s.h.
BUSA 3560	
Investment Management.....	4 s.h.
ECON 3250	
Money and Banking.....	4 s.h.
ECON 3270	
Intermediate Macroeconomic Theory	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	52 s.h.
Common Major Requirements.....	36 s.h.
Track Requirements.....	16 s.h.
Electives.....	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Healthcare Administration Track

HCAD 3120	
Introduction to Healthcare	
Organization and Policy.....	4 s.h.

Choose from the following courses 12 s.h.

HCAD 3020	
Financial Management of Healthcare	
Organizations (4 s.h.)	

HCAD 3110	
Introduction to Epidemiology and	
Biostatistics (4 s.h.)	

HCAD 3130	
Population-Based Health (4 s.h.)	

HCAD 3210	
Informatics for Healthcare Leaders	
and Decision-Makers (4 s.h.)	

HCAD 3230	
Management of Quality Improvement	
and Outcomes (4 s.h.)	

Summary of Total Credits

General Education.....	42 s.h.

Total Major Requirements.....	52 s.h.
Common Major Requirements.....	36 s.h.
Track Requirements.....	16 s.h.
Electives.....	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Hospitality Management Track

Choose from the following courses 16 s.h.

BUSA 2400	
Introduction to Hospitality	
Management (4 s.h.)	
BUSA 3410	
Quality Service Management and	
Assurance (4 s.h.)	
BUSA 3420	
Foundations of Hotel and Restaurant	
Management (4 s.h.)	
BUSA 3430	
Event Planning and Management (4 s.h.)	
BUSA 3640	
Service Marketing Strategies (4 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	52 s.h.
Common Major Requirements	36 s.h.
Track Requirements.....	16 s.h.
Electives.....	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Information Technology Track

ITEC 2700	
Foundations of Information Technology.....	4 s.h.
ITEC 3450	
Database Management.....	4 s.h.

Choose from the following courses 8 s.h.

ITEC 2020	
Computer Programming (4 s.h.)	
ITEC 3460	
Systems Analysis (4 s.h.)	
ITEC 3500	
Network Management (4 s.h.)	
ITEC 3655	
Web Programming (4 s.h.)	

Academic Programs—Undergraduate

ITEC 3760

Cybersecurity Framework and Policy (4 s.h.)

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	52 s.h.
Common Major Requirements.....	36 s.h.
Track Requirements	16 s.h.
Electives	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Management Track

BUSA 3271

Human Resource Management..... 4 s.h.

BUSA 3620

Organizational Behavior..... 4 s.h.

BUSA 3850

Small Business Entrepreneurship..... 4 s.h.

ECON 3260

Intermediate Microeconomic Theory 4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	52 s.h.
Common Major Requirements.....	36 s.h.
Track Requirements	16 s.h.
Electives	<u>30</u> s.h.
Minimum to Earn BA	124 s.h.

Marketing Track

BUSA 3600

Digital Media Marketing and Social Media

Strategies..... 4 s.h.

BUSA 3610

Integrated Marketing Communications 4 s.h.

BUSA 3650

Marketing Research 4 s.h.

BUSA 3660

Consumer Behavior 4 s.h.

Choose from the following courses 4 s.h.

BUSA 3640

Service Marketing Strategies (4 s.h.)

DMAD 1500

Introduction to Web Presence and
Social Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	56 s.h.
Common Major Requirements	36 s.h.
Track Requirements.....	20 s.h.
Electives.....	<u>26</u> s.h.
Minimum to Earn BA	124 s.h.

BUSINESS ADMINISTRATION MINOR

The Business Administration Minor is not available for students majoring in Business (all tracks) or Business Management.

BUSA 2251

Principles of Management 4 s.h.

BUSA 2301

Financial Accounting 4 s.h.

BUSA Electives, 2000-level or above..... 8 s.h.

ECON 2000

Introduction to Economic Principles..... 4 s.h.

Total **20 s.h.**

BUSINESS MANAGEMENT, BBA

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: J. CAUDILL

The Business Management program at King is designed for adults and offers a high-quality undergraduate degree. The program combines the best that King has to offer—a business program complemented by optional integrated courses in the liberal arts. The result is an academically superior experience that empowers students with excellent business, writing, speaking, quantitative analysis and critical thinking skills. The Business Management program at King allows students to directly integrate management knowledge, analytical tools, philosophy, skills, theory, and tools for a successful career in the 21st Century.

Academic Programs—Undergraduate

Required Hours

The total number of hours required at King to complete the Business Management program is 48 semester hours, depending on a student's prior academic experience. Business Management is a full-time program. It is designed so that an incoming transfer student with 76 approved credit hours from an accredited college can graduate in four semesters. The business courses in the Business Management program are modular and accelerated in nature.

To graduate from King a student must accumulate at least 124 hours, 48 of which must be completed at King. Courses from the General Education, program courses, and elective courses may be used to fulfill the 48 semester-hour residency requirement. As a part of this 48 semester-hour requirement, a minimum of one-third of the required hours in each declared major, minor, and concentration must be completed at King.

Technology Requirements

Students in the Business Management program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment Requirement

During the last semester of their program of study, Business Management students will take the Peregrine Academic Services Business Program Assessment Examination, which covers these functional areas: accounting, ethics, finance, strategy, leadership, economics, global business, information management systems, legal environment, management, marketing, and quantitative research/statistics. Students will score 40 percent or higher in each of the functional areas.

Forty percent is the Peregrine-designated equivalent to an "average" score.

Major Requirements

BUSA 2100	
Management Communication	4 s.h.
BUSA 2200	
Management Information Systems	4 s.h.
BUSA 2250	
Principles of Marketing.....	4 s.h.
BUSA 2301	
Financial Accounting	4 s.h.
BUSA 2302	
Managerial Accounting.....	4 s.h.
BUSA 3210	
Management of Organizations	4 s.h.
BUSA 3230	
Corporate Finance	4 s.h.
BUSA 3271	
Human Resource Management	4 s.h.
BUSA 3275	
Operations Management	4 s.h.
BUSA 3276	
Business Law.....	4 s.h.
BUSA 3280	
Strategic Management and Business Policy	4 s.h.
BUSA 4990	
Comprehensive Assessment.....	0 s.h.
ECON 2000	
Introduction to Economic Principles.....	4 s.h.

Summary of Total Credits

General Education	
Minimum Requirements.....	38 s.h.
Major Requirements.....	48 s.h.
Electives.....	38 s.h.
Minimum to Earn BBA	124 s.h.

CHEMISTRY, BS

TRADITIONAL

PROGRAM COORDINATOR: B. BAKER

The B.S. in Chemistry provides students an opportunity to receive a thorough scientific training in

Academic Programs—Undergraduate

the context of a Christian worldview. This program integrates a strong understanding of chemical principles and quantitative problem solving with the development of hands-on research skills. Also, the Chemistry program includes a strong oral and written communication component. Thus, our students receive an educational experience that goes beyond the specific skills they need to be successful as chemists and helps them to develop into well-rounded individuals who are ready to take their places in society.

There are three tracks within this major: General Chemistry, Health Sciences Chemistry, and Grades 6-12 Education. The General Chemistry track has a major curriculum patterned after guidelines recommended by the American Chemical Society and is the program recommended for students who wish to pursue graduate studies in chemistry. The Health Sciences track is primarily designed for students who are preparing for a career in a health profession. The Chemistry Education Track prepares the student to teach chemistry in a secondary school setting.

Thus, by selecting the correct track, a student pursuing a chemistry major will have an excellent background for medical school, graduate study in chemistry, or chemical engineering. Chemistry is valuable for those who seek careers as chemists in industry, government, business, or for those in working in science-based activities such as chemical patent work, sales, marketing, or computer science.

Students may also choose to combine a modified Chemistry major with a minor in secondary education. Science and mathematics are considered critical need areas in K-12 public education by all states.

Technology Requirement

Laptop computer with a minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Comprehensive Assessment

The *Chemistry Capstone* (CHEM 4930) and *Comprehensive Assessment* (CHEM 4990) are required. CHEM 4990 is an end-of-program exam which tests the student's knowledge of Chemistry in the areas of Organic, Analytical and Physical. CHEM 4930 is review course designed to prepare the student for the end-of-program exam, and there is a letter grade assigned for CHEM 4930. Both CHEM 4930 and 4990 are normally taken during the Fall or Spring semester leading up to the student's graduation.

General Education Requirements

Chemistry majors should complete the King General Education as specified below. For additional course options and descriptions in areas outside of science and mathematics, the student should see the *General Education* section of the catalog.

Science

CHEM 1110
General Chemistry I 4 s.h.

Quantitative Literacy

MATH 2350
Calculus I..... 4 s.h.

Major Common Requirements

The following courses are required for all Chemistry majors.

CHEM 1120
General Chemistry II..... 4 s.h.
CHEM 2110
Organic Chemistry I 4 s.h.
CHEM 2120
Organic Chemistry II..... 4 s.h.
CHEM 3000
Analytical Chemistry I..... 4 s.h.
CHEM 4000
Physical Chemistry I..... 5 s.h.
CHEM 4930
Chemistry Capstone 1 s.h.
CHEM 4990
Comprehensive Assessment 0 s.h.

Academic Programs—Undergraduate

IDST 4500	
Interdepartmental Science and Mathematics Seminar	2 s.h.
PHYS 2210	
General Physics I	4 s.h.

Track Requirements

Students must choose a track in General Chemistry, Health Sciences Chemistry, or Grades 6-12 Education.

General Chemistry Track

CHEM 3200	
Analytical Chemistry II.....	4 s.h.
CHEM 4200	
Physical Chemistry II.....	5 s.h.
MATH 2360	
Calculus II.....	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.

<i>Choose from the following courses</i>	<i>4 s.h.</i>
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 3430	
Differential Equations (4 s.h.)	
PHYS 3030	
Electricity and Magnetism (4 s.h.)	
PHYS 3060	
Introduction to Modern Physics (4 s.h.)	

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	49 s.h.
Major Common Requirements	28 s.h.
Track Requirements.....	21 s.h.
Electives	33 s.h.
Minimum to Earn BS	124 s.h.

Health Sciences Chemistry Track

BIOL 210	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II.....	4 s.h.
BIOL 3700	
Biochemistry	4 s.h.

<i>Choose two from the following</i>	<i>8 s.h.</i>
CHEM 3200	
Analytical Chemistry II (4 s.h.)	
CHEM 3300	
Advanced Organic Chemistry (4 s.h.)	
CHEM 3500	
Forensic Chemistry (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
CHEM 4200	
Physical Chemistry II (5 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	48 s.h.
Major Common Requirements.....	28 s.h.
Track Requirements	20 s.h.
Electives.....	34 s.h.
Minimum to Earn BS.....	124 s.h.

Grades 6-12 Education Track

The B.S. in Chemistry (with Licensure for Grades 6-12) is available as a track of the Chemistry major and must be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the Secondary Education Minor section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and science is considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

Academic Programs—Undergraduate

BIOL 2110	
General Biology I.....	4 s.h.
CHEM 3200	
Analytical Chemistry II.....	4 s.h.
GEOG 2010	
Physical Geography.....	3 s.h.
<i>Choose from the following courses</i>	<i>4 s.h.</i>
MATH 2360	
Calculus II (4 s.h.)	
CHEM 4200	
Physical Chemistry II (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	43 s.h.
Major Common Requirements	28 s.h.
Track Requirements.....	15 s.h.
Secondary Educ. Minor Requirements	32-56 s.h.
<i>Note: Required semester hours for minor will vary depending on licensure option.</i>	
Electives (for Non-Licensure).....	<u>7 s.h.</u>
Minimum to Earn BS	124-141 s.h.

CHEMISTRY MINOR

CHEM 1110	
General Chemistry I.....	4 s.h.
CHEM 1120	
General Chemistry II	4 s.h.
CHEM 2110	
Organic Chemistry I	4 s.h.
<i>Choose at least 8 s.h. from the following.....</i>	<i><u>8 s.h.</u></i>

NOTE: These 8 s.h. may NOT overlap with courses already required for your major.

BIOL 3700	
Biochemistry (4 s.h.)	
CHEM 2120	
Organic Chemistry II (4 s.h.)	
CHEM 3000	
Analytical Chemistry I (4 s.h.)	
CHEM 3200	
Analytical Chemistry II (4 s.h.)	

CHEM 3500	
Forensic Chemistry (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
CHEM 4000	
Physical Chemistry I (5 s.h.)	
CHEM 4200	
Physical Chemistry II (5 s.h.)	

Total 20 s.h.

CHRISTIAN STUDIES MINOR

TRADITIONAL

The Christian Studies Minor allows students to choose courses in Bible, Christian theology, religious studies, ethics, and philosophy of religion. While general education requirements include *either* RELG 1101 (Understanding Christianity: The Bible) *or* RELG 1102 (Understanding Christianity: Thought and Practice), students are encouraged to take the other toward the minor.

For a minor in Religious Studies, students will choose 20 s.h. of BIBL and RELG courses. PHIL 2410 is also an option. Recommended courses to fulfill the minor requirements include:

<i>Choose from the following courses</i>	<i>20 s.h.</i>
BIBL 3020	
Hebrew Prophetic Literature (4 s.h.)	
BIBL 3040	
The Life and Teaching of Jesus (4 s.h.)	
BIBL 4030	
The Torah (4 s.h.)	
BIBL 4140	
Paul (4 s.h.)	
PHIL 2410	
Philosophy of Religion (4 s.h.)	
RELG 1101	
Understanding Christianity: The Bible (4 s.h.)	
RELG 1102	
Understanding Christianity: Thought and Practice (4 s.h.)	

Academic Programs—Undergraduate

RELG 2430

Understanding the World's Religions (4 s.h.)

RELG 2720

Christian Ethics (4 s.h.)

RELG 2800

Death and Dying (4 s.h.)

RELG 3020

Theory and Method in the Study
of Religion (4 s.h.)

RELG 3210

Introduction to Theology and Theological
Thinking (4 s.h.)

RELG 3211

Explaining Religions in Theory and
Theology (4 s.h.)

Total..... 20 s.h.

CRIMINAL JUSTICE & CRIMINOLOGY, BS

TRADITIONAL

PROGRAM COORDINATOR: J. MONGOLD

The B.S. in Criminal Justice and Criminology is the study of the components of the criminal justice system and how they operate together. A Criminal Justice and Criminology major at King provides insight into the many ways the system creates policy and change—current research, experience, public opinion, and current events. This program provides a full array of courses designed to survey and learn about each aspect of the United States justice system and the theories and research behind each part. It provides a mix of courses that will be beneficial to those entering the field upon graduation and to those beginning graduate or law school.

Our program prepares students to:

- Make connections between **theory, research, and policy.**
- Understand and use **restorative** and other non-traditional practices in personal and work situations.
- Focus on **change and growth** within our current justice system.

- Fulfill the mission of King University by preparing students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.

Comprehensive Assessment

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken on Canvas. Students must make at least a grade of 70 to meet this requirement. If students do not receive a passing score, they will have an opportunity to complete and pass either a portfolio demonstrating their successful completion of coursework during the program or a departmental exam.

Technology Requirements

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

Major Requirements

CRJU 1500

Introduction to Criminal Justice 4 s.h.

Choose from the following courses 12 s.h.

CRJU 2500

Criminal Investigation for
Forensic Science (4 s.h.)

CRJU 2800

Serial and Mass Murder (4 s.h.)

CRJU 2900

Special Topics in Criminal Justice (4 s.h.)

CRJU 3000

Juvenile Justice (4 s.h.)

CRJU 3100

American Systems of Corrections (4 s.h.)

CRJU 3650

Victimology (4 s.h.)

CRJU 4000

Race, Gender, Class, and Crime (4 s.h.)

CRJU 2610

Criminal Procedure..... 4 s.h.

Academic Programs—Undergraduate

CRJU 2620	
Criminal Law	4 s.h.
CRJU 3110	
American Policing.....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice	4 s.h.
CRJU 3600	
Theories of Criminology	4 s.h.
CRJU 4200	
Ethics and Justice.....	4 s.h.
CRJU 4550	
Criminal Justice Policy	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative	
Justice	4 s.h.
CRJU 4990	
Comprehensive Assessment	<u>0 s.h.</u>
Total.....	48 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	48 s.h.
Electives	<u>34 s.h.</u>
Minimum to Earn BS	124 s.h.

CRIMINAL JUSTICE AND CRIMINOLOGY MINOR

CRJU 1500	
Introduction to Criminal Justice	4 s.h.
CRJU 2620	
Criminal Law	4 s.h.
CRJU 3600	
Theories of Criminology	4 s.h.
<i>Choose from the following courses</i>	<i>8 s.h.</i>
CRJU 2500	
Criminal Investigation for Forensic	
Science (4 s.h.)	
CRJU 2610	
Criminal Procedure (4 s.h.)	
CRJU 2800	
Serial and Mass Murder (4 s.h.)	
CRJU 2900	
Special Topics in Criminal Justice (4 s.h.)	
CRJU 3000	
Juvenile Justice (4 s.h.)	

CRJU 3100	
American Systems of Corrections (4 s.h.)	
CRJU 3110	
American Policing (4 s.h.)	
CRJU 3330	
Research Methods in Criminal	
Justice (4 s.h.)	
CRJU 3650	
Victimology (4 s.h.)	
CRJU 4000	
Race, Gender, Class, and Crime (4 s.h.)	
CRJU 4200	
Ethics and Justice (4 s.h.)	
CRJU 4550	
Criminal Justice Policy (4 s.h.)	
CRJU 4600	
Alternatives to Justice: Restorative	
Justice (4 s.h.)	

Total 20 s.h.

CRIMINAL JUSTICE AND CRIMINOLOGY, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: J. MONGOLD

The B.S. in Criminal Justice and Criminology for Adult and Graduate Studies/Online students addresses the increased demand for college-educated criminal justice professionals. Over the past several decades, the push towards the professionalization of the police force and other organizations within our criminal justice system has led many students and practitioners to work towards a bachelor's degree.

The curriculum, which includes courses in theory, ethics, policy analysis, law enforcement, corrections, and law, is designed to enhance the critical thinking skills of students and to better prepare graduates for workplaces full of opportunities to exercise discretion.

The Bachelor of Science in Criminal Justice and Criminology program is highly recommended for

Academic Programs—Undergraduate

current criminal justice practitioners who want to complete their degrees or students interested in careers in law enforcement, juvenile justice, the court system, the corrections system, and other social services.

Comprehensive Assessment

Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken on Canvas. Students must make at least a grade of 70 to meet this requirement. If students do not receive a passing score, they will have the opportunity to complete and pass a program portfolio demonstrating their coursework during the program.

Technology Requirements

Students must have access to a computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

Major Requirements

CRJU 1500*	
Introduction to Criminal Justice	4 s.h.
CRJU 2610	
Criminal Procedure.....	4 s.h.
CRJU 2620	
Criminal Law	4 s.h.
CRJU 2800	
Serial and Mass Murder.....	4 s.h.
CRJU 3000	
Juvenile Justice.....	4 s.h.
CRJU 3100	
American Systems of Corrections.....	4 s.h.
CRJU 3110	
American Policing.....	4 s.h.
CRJU 3330	
Research Methods in Criminal Justice	4 s.h.
CRJU 3600	
Theories of Criminology	4 s.h.
CRJU 4000	
Race, Gender, Class, and Crime	4 s.h.
CRJU 4200	
Ethics and Justice.....	4 s.h.

CRJU 4550	
Criminal Justice Policy.....	4 s.h.
CRJU 4600	
Alternatives to Justice: Restorative Justice.....	4 s.h.
CRJU 4990	
Comprehensive Assessment.....	0 s.h.
Total	52 s.h.

Summary of Total Credits

General Education Minimum	
Requirements	38 s.h.
Major Requirements.....	52 s.h.
Electives.....	34 s.h.
Minimum to Earn BS.....	124 s.h.

*Introduction to Criminal Justice (CRJU 1500) is a required course in the Criminal Justice and Criminology program. It is recommended that students take CRJU 1500 prior to entering the program. If a student intending to major in Criminal Justice and Criminology has not completed this course prior to matriculation or prior to entering the major, the student is required to pass the course within the first two semesters of enrollment in the major.

CYBERSECURITY AND CLOUD COMPUTING, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: N. EDWARDS

The Bachelor of Science in Cybersecurity and Cloud Computing curriculum is built upon the Association of Computing Machinery (ACM) Curricular Model and embodies the goals and outcomes as articulated by the ACM.

The program is constructed as a cohort model, with all students taking the same initial semester of coursework for prerequisite courses. Following the initial semester, there are three semesters of courses offered on a rotating basis. Two embedded tracks will provide in-

Academic Programs—Undergraduate

depth coverage of the most popular specialties in information technology, cybersecurity and cloud computing. These focused tracks will be complimented by coverage of core information technology content, including programming, database management, and systems analysis.

Because of the nature of information technology as a discipline, courses older than five years will not be accepted for transfer credit.

The various courses of study provide graduates with the skills and knowledge to fill appropriate professional positions or to pursue graduate study. Courses offer theoretical knowledge, IT certification preparation and training, and hands-on skill development.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Comprehensive Assessment

All candidates are required to demonstrate competency in their major field to complete a degree at King University. A comprehensive assessment exam is given near the end of the Cybersecurity and Cloud Computing program which allows students to demonstrate competency in information technology theory and practice. Any student who does not satisfy the requirements of the comprehensive assessment exam will not graduate until the requirements have been met.

Major Requirements

ITEC 2020

Computer Programming..... 4 s.h.

ITEC 2700

Foundations of Information Technology..... 4 s.h.

ITEC 3450

Database Management..... 4 s.h.

ITEC 3460

Systems Analysis 4 s.h.

ITEC 3500

Network Management 4 s.h.

ITEC 3655

Web Programming 4 s.h.

ITEC 3710

Cloud Computing..... 4 s.h.

ITEC 3760

Cybersecurity and Information Assurance .. 4 s.h.

ITEC 3761

Cybersecurity Framework and Policy..... 4 s.h.

ITEC 3762

Computer Forensics 4 s.h.

ITEC 3764

Cloud Computing and Virtualization..... 4 s.h.

ITEC 3769

Ethical Hacking 4 s.h.

ITEC 3770

Professional Development and Current Issues
in Technology..... 4 s.h.

ITEC 4990

Comprehensive Assessment..... 0 s.h.

ENGL 2420

Professional Writing for Information

Technology 4 s.h.

Summary of Total Credits

General Education 38 s.h.

Total Major Requirements 56 s.h.

Electives..... 30 s.h.

Minimum to Earn BS..... 124 s.h.

DIGITAL MEDIA ART AND DESIGN, BA

TRADITIONAL

PROGRAM COORDINATOR: J. STRICKLAND

The Bachelor of Arts degree in Digital Media Art and Design (DMAD) prepares students to enter the quickly expanding field of digital media. The degree focuses specifically on how visual media such as digital

Academic Programs—Undergraduate

photography, videography, and graphic design are used to promote ideas in the contemporary world of visual language and media communication. Understanding both the technical and the conceptual processes to produce captivating and effective imagery allows students to enter the job market through a variety of positions according to the strengths of the individual.

Through a uniquely designed progression of courses, students become fluent in both conceptual visual language and efficient technical practices that build the foundation necessary to compete in an industry that is continuously evolving.

The DMAD student must be self-motivated and goal oriented. The world of visual language is open to interpretation, and the DMAD student will step into the role of creator and interpreter. Students must be open to critical feedback as a necessary tool for growth and success.

The inclusion of a business course designed specifically for the visual artist is one unique factor in the Digital Media Art and Design program. This course equips students with the knowledge and confidence necessary to become a valuable team member for an existing firm or to strike out on an innovative business venture of their own. The combination of business acumen, conceptual insight, and technical ability set the DMAD student apart in the digital media marketplace.

The DMAD program fully supports the Mission and Vision of King University. The curriculum and experiences provided in the DMAD program will give the King graduate the skills necessary to begin a purposeful career and to build a meaningful life of achievement. The knowledge gained will ready the Digital Media Art and Design graduate to excel as a thoughtful, resourceful, and responsible citizen with a passion for serving God, the Church, and the world through intentional visual language.

Technology Requirements

Students pursuing a major or minor in DMAD are required to have a DSLR or DSLM camera with video capabilities and full manual controls and a portable external hard drive.

Comprehensive Assessment in DMAD

All candidates for a degree from King are required to demonstrate competency in their major field. The comprehensive assessment in the DMAD program consists of a capstone project that is proposed and executed by the student. The student must hold an exhibition of their work and make a minimum of a C- on their comprehensive assessment.

Major Requirements

DMAD 1600	
Media Production	4 s.h.
DMAD 2400	
Introduction to Visual Rhetoric and Graphic Design.....	4 s.h.
DMAD 2900	
Project Lab I.....	2 s.h.
DMAD 3020	
DSLR/DSLM Video Production	4 s.h.
DMAD 3030	
Advanced Lighting.....	4 s.h.
DMAD 3200	
Imagery in Society.....	4 s.h.
DMAD 3410	
Multipage Design	4 s.h.
DMAD 3420	
Branding and Identity Design	4 s.h.
DMAD 3640	
Digital Media Business Practices	4 s.h.
DMAD 3900	
Project Lab II	2 s.h.
DMAD 4020	
Advanced Web	4 s.h.
DMAD 4900	
Project Lab III.....	2 s.h.
DMAD 4990	
Comprehensive Assessment	0 s.h.

Academic Programs—Undergraduate

Choose one from the following courses 4 s.h.

FINE 2210

Art History I (4 s.h.)

FINE 2220

Art History II (4 s.h.)

FINE 2250

History of American Art (4 s.h.)

PHIL 3760

Aesthetics: The Philosophy of Art,
Beauty, and Culture (4 s.h.)

PHOT 2010

Digital Photography 4 s.h.

PHOT 2500

Advanced Digital Imaging 4 s.h.

PHOT 3010

Lighting 4 s.h.

Total..... 58 s.h.

Summary of Total Credits

General Education..... 42 s.h.

Major Requirements 58 s.h.

Electives 24 s.h.

Minimum to Earn BA **124 s.h.**

DIGITAL MEDIA ART AND DESIGN MINOR

DMAD 2900

Project Lab I 2 s.h.

PHOT 2010

Digital Photography 4 s.h.

PHOT 2500

Advanced Digital Imaging 4 s.h.

PHOT 3010

Lighting..... 4 s.h.

Choose two from the following courses..... 8 s.h.

DMAD 1500

Introduction to Web Presence and
Social Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

DMAD 2400

Introduction to Visual Rhetoric and
Graphic Design (4 s.h.)

DMAD 3020

DSLR/DLSM Video Production (4 s.h.)

DMAD 3030

Advanced Lighting (4 s.h.)

DMAD 3200

Imagery in Society (4 s.h.)

DMAD 3410

Multipage Design (4 s.h.)

DMAD 3420

Branding and Identity Design (4 s.h.)

DMAD 3640

Digital Media Business Practices (4 s.h.)

DMAD 4020

Advanced Web (4 s.h.)

Total **22 s.h.**

DIGITAL MARKETING, BA

TRADITIONAL

PROGRAM COORDINATOR: S. OLENICH

The Bachelor of Arts in Digital Marketing program at King is designed for traditional students. The Digital Marketing academic program is designed to equip students with a comprehensive understanding of the ever-evolving digital marketing landscape. Through a combination of core marketing principles and digital strategies, this program aims to cultivate creative problem solvers who can craft effective, data-driven marketing campaigns, leverage the power of digital media, and ensure ethical and responsible marketing practices. Our primary objectives are to foster expertise in digital marketing, instill an ability to adapt to emerging technologies, and enable students to make informed strategic decisions in a rapidly changing business environment. Students will graduate with the skills, knowledge, and ethical mindset needed to excel in digital marketing and make a meaningful impact in the industry.

Technology Requirements

Students in the BA in Digital Marketing program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft

Academic Programs—Undergraduate

Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement. For DMAD courses, students will need a portable external hard drive; a DSLR/Mirrorless digital camera. Students will have access to the Adobe Creative Cloud and the Mac Lab through DMAD courses.

Comprehensive Assessment Requirement

During the last semester of the program students will take an Assessment Examination which covers the following topics: digital marketing strategy, social media marketing, content marketing, Search Engine Optimization, email marketing, data analytics and reporting, ethical and legal considerations.

In addition to the written test outlined above, Digital Marketing students will produce an exit portfolio of their best visual marketing materials. This portfolio will be assessed with a custom rubric that is focused on criteria that are directly relevant to successful digital marketing.

Internship Requirement

All students in the Digital Marketing program must complete an internship as part of their graduation requirements. Internship qualifications include:

- 2.5 minimum GPA
- Junior standing
- Approval from both advisor and Internship Coordinator

General Education Requirements

Digital Marketing majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the General Education section of the catalog for additional details.

Citizenship

ECON 2000

Introduction to Economic Principles 4 s.h.

Quantitative Literacy

MATH 1560

Introduction to Statistics 4 s.h.

Major Requirements

BUSA 2250

Principles of Marketing..... 4 s.h.

BUSA 3600

Digital Marketing and Social Media

Strategies 4 s.h.

BUSA 3610

Integrated Marketing Communications..... 4 s.h.

BUSA 3640

Service Marketing Strategies 4 s.h.

BUSA 3650

Marketing Research 4 s.h.

BUSA 3660

Consumer Behavior 4 s.h.

BUSA 3800

Internship/Cooperative Education..... 2 s.h.

DMAD 1500

Introduction to Web Presence and Social

Media Strategies 4 s.h.

DMAD 1600

Media Production 4 s.h.

DMAD 2400

Introduction to Visual Rhetoric and Graphic

Design..... 4 s.h.

DMAD 3420

Branding and Identity Design..... 4 s.h.

PHOT 2010

Digital Photography 4 s.h.

BUSA 4990

Comprehensive Assessment 0 s.h.

Summary of Total Credits

General Education 42 s.h.

Total Major Requirements 46 s.h.

Electives 36 s.h.

Minimum to Earn BA 124 s.h.

Academic Programs—Undergraduate

ECONOMICS MINOR

TRADITIONAL

PROGRAM COORDINATOR: A. BRUMLIK

The Economics Minor may be declared by students majoring in any discipline, including Business majors who have not chosen the Economics Track.

ECON 2000 Introduction to Economic Principles is a foundational course for any student choosing to minor in Economics. This course may or may not be used to satisfy the Citizenship requirement in the General Education.

Due to the close relationship of Economics and Finance in addition to the corresponding complementary courses offered in the two Tracks within the B.A. in Business, the Economics minor requirement is reduced to 16 s.h. for a Business major who has chosen the Finance Track.

ECON 2000*

Introduction to Economic Principles..... 4 s.h.

ECON 3260

Intermediate Microeconomic Theory 4 s.h.

ECON 3270

Intermediate Macroeconomic Theory..... 4 s.h.

Choose from the following courses 8 s.h.

BUSA 3560

Investment Management (4 s.h.)

ECON 3250

Money and Banking (4 s.h.)

ECON 3810

Economic Issues in Public Policy and
Current Events (4 s.h.)

PSYC 3100

Statistics for the Social Sciences (4 s.h.)

**ECON 2000 may also apply towards the General Education Citizenship requirement if otherwise within bounds of double counting policy.*

Total..... 20 s.h.

ENGLISH, BA

TRADITIONAL

PROGRAM COORDINATOR: K. SHAW

While pursuing the B.A. in English, students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts, and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library science, ministry, publishing, and teaching. Beyond this, however, students are challenged to consider issues of character and faith through the questions raised in their study.

The department offers extra-curricular experiences via workshops, travel, lectures by visiting scholars and public figures, and off-campus events; and encourages its majors to study abroad.

In addition to completing the required courses, all majors must engage in an internship and participate in a capstone seminar. As part of the seminar, they will submit a portfolio of three papers representing the breadth and development of their literary study as well as a document explaining the rationale for their choices. Students may undertake a senior honors project by departmental invitation.

The English major includes several tracks. Students may choose a track in Applied English, Grades 6-12 Education, or Writing and Literature. A Law Dual Degree track is also available. The courses listed for each track are in addition to the core of courses in English required of all majors.

The Department of English foregrounds communication and writing skills within the context of literary study and creative writing courses. Each of our courses delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development because of their

Academic Programs—Undergraduate

encounters with language and literature in the Department of English.

We take seriously the mission of King University and demonstrate this in the following ways:

- by integrating faith and culture in courses, with essays and discussions
- by cultivating cognitive empathy through careful and insightful reading of texts
- by examining the intersection between human agency and the moral, ethical, political, and social crises those texts explore;
- by introducing students to cultural events in and outside the classroom through yearly trips to places of literary and historical interest
- by creating a hospitable environment through social events and departmental activities each semester

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Major Common Requirements

The following courses are required for all English majors.

ENGL 3340
English Grammar 4 s.h.

Choose from the following courses 4 s.h.

ENGL 3420
Heroes and Villains I (4 s.h.)

ENGL 3430
Medieval Literature: Knights, Saints,
and Pilgrims (4 s.h.)

ENGL 3450
Renaissance and Restoration
Literature (4 s.h.)

ENGL 3461
Shakespeare (4 s.h.)

ENGL 3462
Shakespeare (4 s.h.)

ENGL 3485
The 18th Century British Novel (4 s.h.)

ENGL 3490
Special Topics in Pre-1800 British
Literature (4 s.h.)

Choose from the following courses 4 s.h.

ENGL 3520
Heroes and Villains II (4 s.h.)

ENGL 3540
British Romanticism and the 19th
Century (4 s.h.)

ENGL 3550
Victorian Novel (4 s.h.)

ENGL 3560
Modern and Contemporary British
Novel (4 s.h.)

ENGL 3565
Modern and Contemporary British
Literature (4 s.h.)

ENGL 3590
Special Topics in Post-1800 British
Literature (4 s.h.)

Choose from the following courses 4 s.h.

ENGL 3625
Modern and Contemporary American
Literature (4 s.h.)

ENGL 3645
The Pursuit of Happiness (4 s.h.)

ENGL 3650
Self-Reliance (4 s.h.)

ENGL 3655
American Dreams (4 s.h.)

ENGL 3660
The American Novel (4 s.h.)

ENGL 3690
Special Topics in American
Literature (4 s.h.)

ENGL 3800*
Internship/Cooperative Education..... 2 s.h.

ENGL 4910
English Capstone Seminar..... 2 s.h.

ENGL 4990
Comprehensive Assessment..... 0 s.h.

*Students pursuing education licensure may use successful student teaching coursework to waive the

Academic Programs—Undergraduate

internship/cooperative requirement. They will not be required to register for additional internship/cooperative education hours.

Track Requirements

Students will choose one of the four tracks detailed below: Applied English, Grades 6-12 Education, Law Dual Degree, or Writing and Literature. At least 12 hours of courses counted toward the major beyond the English core must be 3000-level courses. Occasionally, special topics courses (4000-level) may be offered. These may be counted towards the major and may, in fact, meet the period requirements. Ordinarily ENGL 1110 and HUMN 2171, 2172 are prerequisites for all 3000-level English courses; any requests for exceptions must be approved by the departmental chair.

Applied English Track

Choose from the following courses 20 s.h.

BUSA 2130

Business Communications (2 s.h.)

BUSA 2250

Principles of Marketing (4 s.h.)

BUSA 2251

Principles of Management (4 s.h.)

BUSA 3271

Human Resource Management (4 s.h.)

DMAD 1500

Introduction to Web Presence and
Social Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

DMAD 2400

Introduction to Visual Rhetoric and
Graphic Design (4 s.h.)

ENGL 2920

Advanced Composition: Rhetorical
and Narrative Patterns (4 s.h.)

ENGL 2930

Editing (2 s.h.)

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 40 s.h.

Major Common Requirements..... 20 s.h.

Track Requirements..... 20 s.h.

Electives..... 42 s.h.

Minimum to earn BA..... 124 s.h.

Grades 6-12 Education Track

The B.A. in English (with Licensure for Grades 6-12) is available as a track of the English major and must be paired with a Secondary Education minor. **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states. Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

ENGL 2920

Advanced Composition: Rhetorical and

Narrative Patterns..... 4 s.h.

ENGL 3150

Adolescent Literature 4 s.h.

ENGL 3461 or ENGL 3462

Shakespeare..... 4 s.h.

ENGL 3000-4000 level electives

beyond the core 8 s.h.

Language Requirement beyond the core* 4 s.h.

*Students pursuing the B.A. in English (with Licensure for Grades 6-12) must complete two college-level world language courses. World languages include American Sign Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Russian; Spanish; or Other World Language.

Summary of Total Credits

General Education 42 s.h.

Academic Programs—Undergraduate

Total Major Requirements.....	44 s.h.
Major Common Requirements.....	20 s.h.
Track Requirements	24 s.h.
Secondary Educ. Minor Requirements	32-56 s.h.
<i>Note: Required semester hours for minor will vary depending on licensure option.</i>	
Electives (for Non-Licensure).....	6 s.h.
Minimum to Earn BA	124-146 s.h.

Law Dual Degree Track

King offers students the opportunity to pursue an accelerated path to completing both a bachelor's and a Juris Doctor degree in six years rather than seven. It is anticipated that most students will complete their general education and major requirements in three years. Following the Law Dual Degree Program does not automatically guarantee students' entrance into law school. Students must still successfully take the LSAT and competitively apply to their intended law program. A student who completes the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Arts with a major in English from King only after satisfactorily completing the first year of an approved school of law program.

BUSA 2130	
Business Communications.....	2 s.h.
BUSA 3276	
Business Law	4 s.h.
ENGL 2920	
Advanced Composition: Rhetorical and Narrative Patterns	4 s.h.
CRJU 2620	
Criminal Law	4 s.h.
PHIL 2020	
Logic and Critical Thinking.....	4 s.h.
SPCH 1000	
Speech Fundamentals	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	42 s.h.

Major Common Requirements	20 s.h.
Track Requirements.....	22 s.h.
Transferred Hours from Law Program.....	30 s.h.
General Electives.....	10 s.h.
Minimum to Earn BA	124 s.h.

Writing and Literature Track

After completing the core requirements outlined previously, a student may take a variety of courses selected from the English literature or creative writing offerings. At least 12 s.h. of courses to be counted toward the major beyond the English core must be 3000-level courses or above.

ENGL 2920	
Advanced Composition: Rhetorical and Narrative Patterns.....	4 s.h.
English Electives.....	16 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	40 s.h.
Major Common Requirements	20 s.h.
Track Requirements.....	20 s.h.
Electives.....	42 s.h.
Minimum to Earn BA	124 s.h.

ENGLISH MINOR

English Electives at 3000 or 4000 level.....	12 s.h.
Other English Electives	8 s.h.

Total	20 s.h.

ENGLISH, BA

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. SHAW

The B.A. in English (online) degree program consists of four semesters of online classes. Students will gain knowledge of several literary traditions and eras and considerable experience in writing, thinking critically, analyzing texts, and conducting research. These are skills needed in almost any profession: advertising, business, government service, journalism, law, library

Academic Programs—Undergraduate

science, ministry, publishing, and teaching. Beyond this, however, students will be challenged to consider issues of character and faith through the questions raised in their study.

The Department of English foregrounds communication and writing skills within the context of literary study and writing courses. Each course delves into areas related to faith and cultural matters. Students are encouraged toward scholarly work and character development as a result of their encounters with language and literature in the Department of English. After completing their major requirements, students will submit a portfolio of three papers representing the breadth and development of their literary study as well as a document explaining the rationale for their choices.

The English Department takes seriously the mission of King University and demonstrates this in the following ways:

- by integrating faith and culture in courses with essays and discussions
- by cultivating cognitive empathy through careful and insightful reading of texts
- by examining the intersection between human agency and the moral, ethical, political, and social crises those texts explore
- by creating a hospitable environment

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

Language Requirement

Students in English Online are required to take 8 s.h. of a foreign language. They may satisfy this requirement in one of two ways: by transferring credit, or by successfully completing *either* the online LATN 1000 and 2000 courses or the online SPAN 1000 and 2000 courses offered by King.

General Education Requirements

English majors should fulfill the Literature category of the Adult and Graduate Studies General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Literature

Choose from the following courses*:

ENGL 2110	
20th and 21st Century World Literature	4 s.h.
ENGL 2160	
Literature and American Identity	4 s.h.

*A 2000-level literature course is a required pre-requisite in the English program. Students should take one of those literature courses prior to enrolling in 3000-level literature courses.

Major Requirements

ENGL 2920	
Advanced Composition: Rhetorical and Narrative Patterns.....	4 s.h.
ENGL 3120	
Appalachian Literature.....	4 s.h.
ENGL 3150	
Adolescent Literature	4 s.h.
ENGL 3200	
Survey of World Literature.....	4 s.h.
ENGL 3340	
English Grammar.....	4 s.h.
ENGL 3360	
Religion and Literature.....	4 s.h.
ENGL 3400	
Survey of British Literature.....	4 s.h.
ENGL 3461	
Shakespeare.....	4 s.h.
ENGL 3540	
British Romanticism and the Nineteenth Century.....	4 s.h.
ENGL 3580	
Literature and the Christian Imagination.....	4 s.h.
ENGL 3600	
Survey of American Literature	4 s.h.

Academic Programs—Undergraduate

ENGL 3625	
Modern and Contemporary American Literature	4 s.h.
ENGL 4990	
Comprehensive Assessment.....	<u>0 s.h.</u>

Summary of Total Credits

General Education.....	38 s.h.
Major Requirements	48 s.h.
Electives	<u>38 s.h.</u>
Minimum to Earn BA	124 s.h.

Secondary Education Option

This program of study is particularly suitable for students who plan to become an English teacher. It was designed specifically to fulfill the content in English for secondary (grades 6-12) licensure in English.

To become an English teacher, a student must declare the Secondary Education minor and meet the requirements for licensure that include professional education courses and student teaching. The list of additional minor requirements is listed under the *Secondary Education Minor Grades 6-12* section of the Academic Catalog. Total hours for the degree with the minor will range from 124-142 semester hours.

Students may elect to graduate without student teaching and a teaching license. By completing general education requirements, an academic major, a minor in Education, and a sufficient amount of elective hours students may accomplish the 124 semester hours required for graduation from King.

ENGLISH AS A SECOND LANGUAGE ESL K-12 MINOR

ADULT AND GRADUATE STUDIES

TRADITIONAL

PROGRAM COORDINATOR: A. BAKER

The English as a Second Language minor provides students with a background in teaching English to speakers of other languages. This minor is not in the licensure track but is available to all undergraduate

students. After completing all course work, students must pass the Praxis II exam, 5361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional Minor Requirements.

EDUC 3120	
Principles of Grammar and Writing: ESL	2 s.h.
EDUC 3170	
Literacy Development and Reading Instruction in the Elementary Grades.....	4 s.h.
EDUC 3360	
Introduction to Linguistics.....	2 s.h.
EDUC 4110	
ESL Assessment.....	2 s.h.
EDUC 4120	
Principles of Second Language Acquisition.....	2 s.h.
EDUC 4360	
ESL Methods and Materials.....	2 s.h.
EDUC 4380	
Practicum in ESL Instruction.....	2 s.h.
Language Requirement beyond the General Education*	4 s.h.

*Students pursuing the ESL Minor must complete two college-level world language courses. World languages include American Sign Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Russian; Spanish; or Other World Language.

Total 20 s.h.

ENGLISH AS A SECOND LANGUAGE ESL K-12 POST-BACCALAUREATE PROGRAM

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. BAKER

English as a Second Language (ESL), grades K-12, may be an additional endorsement by a licensed teacher through the post-baccalaureate program. After completing all course work, students must pass the

Academic Programs—Undergraduate

Praxis II exam, 5361, English to Speakers of Other Languages before they complete the practicum, EDUC 4380. For further information regarding the English as a Second Language additional endorsement, contact the School of Education.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

Program Requirements

EDUC 3120	
Principles of Grammar and Writing: ESL.....	2 s.h.
EDUC 3170*	
Literacy Development and Reading Instruction in the Elementary Grades	4 s.h.
EDUC 3360	
Introduction to Linguistics	2 s.h.
EDUC 4110	
ESL Assessment	2 s.h.
EDUC 4120	
Principles of Second Language Acquisition	2 s.h.
EDUC 4360	
ESL Methods and Materials	2 s.h.
EDUC 4380	
Practicum in ESL Instruction	2 s.h.
Language Requirement**	<u>8 s.h.</u>
Total	24 s.h.

* If the student does not currently have a teaching license, then the student will need to complete the literacy requirement for the endorsement. OR Students will need to provide documentation (such as a teaching license or transcript) to waive the literacy requirement for the endorsement.

**Language Requirement: Students enrolling in the English as a Second Language (ESL), grades K-12 post-baccalaureate program must complete two college-level world language courses. World languages include American

Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, or Other World Language.

ENVIRONMENTAL STUDIES MINOR

TRADITIONAL

PROGRAM COORDINATOR: J. RUDD

The Environmental Studies minor helps students understand the connections between people and the environment. Combining science, social science, and humanities, the program prepares students to analyze environmental problems and contribute to sustainable solutions. Through classes, research, and projects, students develop skills and knowledge to address environmental challenges locally and globally.

Minor Requirements

BIOL 3120	
Environmental Science.....	4 s.h.
HIST 3125	
History of American Environmentalism	4 s.h.
PHIL 3125	
Environmental Ethics.....	4 s.h.

Choose two from either the Residential Coursework or the Au Sable Study Away option to fulfill the remaining minor requirements 7-8 s.h.

Residential Coursework Option

Choose two from the following (7-8 s.h.)

CHEM 3125	
Environmental Chemistry (4 s.h.)	
GEOG 2010	
Physical Geography (3 s.h.)	
BIOL 3125	
Toxicology (4 s.h.)	
BIOL 3130	
Ecology (4 s.h.)	
BIOL 3800	
Internship (2 s.h.)	

Academic Programs—Undergraduate

BIOL 3900*

Special Topics (4 s.h.)

BIOL 4910, 4920

Senior Thesis Research in
Biology (2 s.h.)

*BIOL 3900 is a special topics course and can only count towards this requirement if approved by the Environmental Studies program coordinator. Special Topics offered by other departments may also be considered depending on the subject covered.

Au Sable Study Away Option

Choose two Au Sable courses to be completed over the summer at one of the Institute's campuses. (8 s.h.)

King University offers students the opportunity to study off-campus at the Au Sable Institute. The Au Sable Institute of Environmental Studies and Environmental Science has campuses in Costa Rica, India, Michigan's Great Lakes Region and Washington State on the Puget Sound. Review the Au Sable Institute for environmental Studies under Programs and Services and within the Course Descriptions area of this catalog. Contact Professor Josh Rudd (jarudd@king.edu) for more information.

Total..... 19-20 s.h.

EXERCISE SCIENCE, BS

TRADITIONAL

PROGRAM COORDINATOR: E. CONNER

Exercise Science is a multifaceted field of study in which movement or physical activity is the intellectual focus. This includes exercise in the improvement of health and physical fitness and activities of daily living, work, sport, and play. It involves special population groups such as children and the elderly; persons with disability, injury, or disease; and athletics. Because an interdisciplinary approach is often used to address

issues in Exercise Science, this area of study applies knowledge, methods of inquiry, and principles from a wide spectrum of academic disciplines. This program is designed for traditional students who desire to incorporate a rigorous academic background in vocational and career plans.

Employment opportunities for Exercise Science professionals are located in the health and fitness industry, where skills in evaluating health behaviors, risk factors, conducting fitness assessments, writing exercise prescriptions for health and controlled disease populations, motivating individuals to modify negative health habits, and promoting positive healthy lifestyle changes are essential components of their respective job.

The B.S. in Exercise Science program offers four tracks to optimize the vocational path of its students.

The Kinesiology track is designed for students who are interested in pursuing graduate degree programs in Exercise Science/Kinesiology-related fields or health care related professional graduate programs, such as physical therapy, occupational therapy, and athletic training. This track is not designed or intended to meet the needs of students who are pursuing medical or pharmacy school*.

The Health and Fitness track is designed for those students wishing to pursue a vocation within the fitness and wellness industry with curricular design aligning with certification requirements from the *American College of Sports Medicine* and the *National Strength and Conditioning Association*.

The Nutrition Sciences track is designed for those students wishing to pursue a graduate degree focused on a Nutrition and Dietetics vocation. The curricular design aligns with common prerequisite coursework required for admission to accredited master-level programs created to prepare students for Registered

Academic Programs—Undergraduate

Dietitian/Registered Dietitian Nutritionist (RD/RDN) credentialing examinations.

The Physical Education Grades K-12 Licensure track is designed to provide students with knowledge and skills to organize and administer physical education, intramural, and athletic programs; to teach, assess and evaluate health and physical education courses at the elementary, middle, and high school levels; and to adapt methods of teaching to meet the needs of children and adolescents with special needs.

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

***For those students wishing to pursue health care related professional graduate programs in physical therapy, occupational therapy, athletic training, or other related fields,** graduate program admission requirements can vary by institution and by discipline. Freshman undergraduate students are encouraged to explore graduate school requirements for each potential institution they wish to attend. Although it is ultimately the student's responsibility to complete any additional prerequisite coursework, academic advisors are available to assist students with incorporating these requirements into an academic plan. Students are strongly encouraged to seek out this assistance very early in their academic path at King. There is no guaranteed admittance into graduate school by completing these prerequisites, as each student is responsible for meeting each graduate school's requirements and successfully completing the admission process. Program-Level Student Learning Outcomes in the Exercise Science major are based on recommendations of the American Kinesiology Association's *Undergraduate General Education in Kinesiology*. This program will prepare competent entry-level Exercise Science professionals in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains.

CPR (Cardiopulmonary Resuscitation) Certification

All students majoring or minoring in Exercise Science must possess current certification in CPR from either the American Red Cross or the American Heart Association.

General Education Requirements

Exercise Science majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Quantitative Literacy

MATH 1560

Introduction to Statistics..... 4 s.h.

Science

BIOL 1010

Human Anatomy and Physiology I..... 4 s.h.

Major Common Requirements

The following courses are required for all Exercise Science majors.

BIOL 1020

Human Anatomy and Physiology II 4 s.h.

EXSC 1110

Wellness for Life..... 2 s.h.

EXSC 2500

Introduction to Nutrition 2 s.h.

EXSC 2510

Care and Prevention of Athletic

Injuries..... 4 s.h.

EXSC 2600

Strength and Conditioning Theory

and Practice..... 2 s.h.

EXSC 3300

Exercise Programs for Special

Populations 2 s.h.

EXSC 3680

Kinesiology..... 4 s.h.

EXSC 3690

Exercise Physiology..... 4 s.h.

EXSC 3700

Health Fitness Assessment..... 4 s.h.

Academic Programs—Undergraduate

EXCS 4990	
Comprehensive Assessment.....	0 s.h.
PSYC 3050	
Lifespan Human Development.....	4 s.h.

Track Requirements

Students will choose a track in Kinesiology, Health and Fitness, Nutrition Sciences, or Physical Education Grades K-12 Licensure Track.

Kinesiology Track

EXSC 3010	
Methods of Research and Design in the Health Sciences.....	2 s.h.
EXSC 3400	
Exercise and Nutrition in Chronic Disease.....	2 s.h.
EXSC 3500	
Exercise Training and Performance.....	4 s.h.
EXSC 3750	
Biomechanics	4 s.h.

Choose from the following courses 16 s.h.

BIOL 2110	
General Biology I (4 s.h.)	
BIOL 2120	
General Biology II (4 s.h.)	
BIOL 2500	
Microbiology and Immunology (4 s.h.)	
BIOL 3260	
Clinical Neuroanatomy (4 s.h.)	
BIOL 3700	
Biochemistry (4 s.h.)	
CHEM 1110	
General Chemistry I (4 s.h.)	
CHEM 1120	
General Chemistry II (4 s.h.)	
CHEM 2110	
Organic Chemistry I (4 s.h.)	
CHEM 2120	
Organic Chemistry II (4 s.h.)	
CHEM 3600	
Inorganic Chemistry (4 s.h.)	
PHYS 2210	
General Physics I (4 s.h.)	
PHYS 2220	
General Physics II (4 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	60 s.h.
Common Requirements.....	32 s.h.
Track Requirements	28 s.h.
Electives.....	<u>22</u> s.h.
Minimum to Earn BS.....	124 s.h.

Health and Fitness Track

EXSC 2010	
Personal and Community Health	4 s.h.
EXSC 2940	
Psychology of Coaching.....	2 s.h.
EXSC 3010	
Methods of Research and Design in the Health Sciences	2 s.h.
EXSC 3400	
Exercise and Nutrition in Chronic Disease	2 s.h.
EXSC 3500	
Exercise Training and Performance	4 s.h.
EXSC 3750	
Biomechanics	4 s.h.
SPMT 2400	
Introduction to Sport Law	2 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	54 s.h.
Common Requirements.....	32 s.h.
Track Requirements	20 s.h.
Electives.....	<u>30</u> s.h.
Minimum to Earn BS.....	124 s.h.

Nutrition Sciences Track

EXSC 3010	
Methods of Research and Design in the Health Sciences	2 s.h.
EXSC 3400	
Exercise and Nutrition in Chronic Disease	2 s.h.
EXSC 3500	
Exercise Training and Performance	4 s.h.
EXSC 3750	
Biomechanics.....	4 s.h.

Academic Programs—Undergraduate

Choose from the following courses 16 s.h.

BIOL 2110

General Biology I (4 s.h.)

BIOL 2120

General Biology II (4 s.h.)

BIOL 2500

Microbiology and Immunology (4 s.h.)

BIOL 4400

Microbiology (4 s.h.)

BIOL 3700

Biochemistry (4 s.h.)

CHEM 1110

General Chemistry I (4 s.h.)

CHEM 1120

General Chemistry II (4 s.h.)

CHEM 2110

Organic Chemistry I (4 s.h.)

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 60 s.h.

Common Requirements 32 s.h.

Track Requirements 28 s.h.

Electives 22 s.h.

Minimum to Earn BS 124 s.h.

Physical Education Grades K-12 Licensure

Track*

EDUC 3630

Methods and Materials for Elementary

Physical Education 4 s.h.

EDUC 3640

Methods and Materials for Secondary

Physical Education 4 s.h.

EDUC 3670

Teaching Individual and Team Sports 4 s.h.

EXSC 2010

Personal and Community Health..... 4 s.h.

EXSC 2940

Psychology of Coaching..... 2 s.h.

*Requires K-12 Education Minor

K-12 Education Minor**

Grade requirements for all teacher education programs can be found under Teacher Education.

EDUC 2030

Introduction to Teaching: K-12 2 s.h.

EDUC 2031

Introduction to Teaching Practicum..... 1 s.h.

EDUC 2370

Reflective Teaching..... 3 s.h.

EDUC 2900

Foundations of Education..... 3 s.h.

EDUC 2950

Technology for Teachers..... 2 s.h.

EDUC 3590

Content Area Reading..... 3 s.h.

EDUC 3600

Assessment and Evaluation 3 s.h.

ICST 2120

Cultural Diversity in America 4 s.h.

**Requires admittance to the Teacher Education Program

Licensure Requirements

To be licensed to teach Grades K-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, and edTPA during student teaching, and successfully complete the professional education courses.

EDUC 4660*

Student Teaching K-12..... 10 s. h.

EDUC 4950*

Capstone Seminar K-12 2 s.h.

Summary of Total Credits

General Education 42 s.h.

Major Program Requirements

Common Requirements..... 32 s.h.

Track Requirements 18 s.h.

K-12 Education Minor 21 s.h.

Licensure Requirements..... 12 s.h.

Total for BS with Licensure 125 s.h.

EXERCISE SCIENCE MINOR

BIOL 1020*

Human Anatomy and Physiology II 4 s.h.

EXSC 2500

Introduction to Nutrition 2 s.h.

Academic Programs—Undergraduate

EXSC 2510	
Care and Prevention of Athletic Injuries	4 s.h.
EXSC 2600	
Strength and Conditioning Theory and Practice.....	2 s.h.
EXSC 3680	
Kinesiology	4 s.h.
EXSC 3690	
Exercise Physiology	4 s.h.
Total.....	20 s.h.

*Students majoring in Biology with a Human Biology Track should substitute any course in EXSC at the 3000-level or higher.

FORENSIC SCIENCE, BS

TRADITIONAL

PROGRAM COORDINATOR: B. BAKER

The Forensic Science major is an interdisciplinary program which is composed primarily of Chemistry and Biology courses and a strong laboratory component. The Forensic Science major provides students with numerous career opportunities as well as graduate school, and medical or dental school. Forensic scientists work in crime laboratories, forensic laboratories, police departments, medical examiner or coroner offices, hospitals, government agencies, and private laboratories.

Due to the large number of common courses that Forensic Science shares with Biology and Chemistry, a student cannot simultaneously major in Forensic Science and major or minor in Biology, Biochemistry, or Chemistry. Also, due to the extensive Biology and Chemistry course requirements for a degree in Forensic Science, no additional major or minor is required. The Forensic Science program also requires students to complete an internship in a forensics related field.

General Education Requirements

Forensic Science majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110	
General Chemistry I	4 s.h.

Quantitative Literacy

MATH 2350	
Calculus I.....	4 s.h.

Major Requirements

BIOL 2110	
General Biology I.....	4 s.h.
BIOL 2120	
General Biology II.....	4 s.h.
<i>Choose from the following courses</i>	<i>8 s.h.</i>
BIOL 3200	
Histology (4 s.h.)	
BIOL 3250	
Bioinformatics (4 s.h.)	
BIOL 3300	
Cell Biology (4 s.h.)	
BIOL 3700	
Biochemistry	4 s.h.
BIOL 3760	
Genetics	4 s.h.
BIOL 4400	
Microbiology	4 s.h.
CHEM 1120	
General Chemistry II.....	4 s.h.
CHEM 2110	
Organic Chemistry I	4 s.h.
CHEM 2120	
Organic Chemistry II.....	4 s.h.
CHEM 3000	
Analytical Chemistry I.....	4 s.h.
CHEM 3200	
Analytical Chemistry II.....	4 s.h.
CHEM 3500	
Forensic Chemistry.....	4 s.h.

Academic Programs—Undergraduate

CHEM 3800 or BIOL 3800	
Internship/Cooperative Education	0.5-2 s.h.
CHEM 4930	
Chemistry Capstone.....	1 s.h.
CHEM 4990*	
Comprehensive Assessment.....	0 s.h.
CRJU 2500	
Criminal Investigation for Forensic	
Science.....	4 s.h.
IDST 4500	
Interdepartmental Science and	
Mathematics Seminar	2 s.h.
PHYS 2210	
General Physics I	4 s.h.
PHYS 2220	
General Physics II	<u>4 s.h.</u>

*Comprehensive assessment in forensic science, which is very similar to chemistry, demonstrates competency in the graduating student's major field. For a B.S. in Forensic Science students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	67.5-69 s.h.
Electives	<u>15 s.h.</u>
Minimum to Earn BS	124 s.h.

HEALTH HUMANITIES MINOR

TRADITIONAL

PROGRAM COORDINATOR: TBD

The Health Humanities minor provides additional focused study of humanities and social science topics beneficial for future practitioners of the health sciences.

NOTE: No double-dipping of courses is permitted within the minor. For example, if a student takes RELG 2800 Death and Dying to satisfy the first category within the minor, that course cannot be used to satisfy the Religion and Psychology section.

Choose from the following courses..... 4 s.h.

PHIL 3770
Scientific Ethics (4 s.h.)
RELG 2800
Death and Dying (4 s.h.)

Choose from the following Culture courses..... 4 s.h.

HIST 3762
Race, Politics, and the Rights
Revolution in Modern America (4 s.h.)
ICST 2120
Cultural Diversity in America (4 s.h.)
ICST 2200
Cultural Identity (4 s.h.)
ICST 2310
Introduction to Cultural
Anthropology (4 s.h.)
ICST 3110
Appalachian Culture (4 s.h.)

Choose one English Literature course at the 3000-level or higher..... 4 s.h.

Choose from the following Ethics courses..... 4 s.h.

HCAD 4220
Ethics and Legal Issues (4 s.h.)
PHIL 2010
Truth, Value, and the Good Life: An
Introduction to Philosophy (4 s.h.)
PHIL 3720
Ethics (4 s.h.)
PHIL 3770
Scientific Ethics (4 s.h.)
SOWK 3420
Human Diversity and Ethical Issues (4 s.h.)

Choose from the following Religion and Psychology courses 4 s.h.

PSYC 2200
Marriage and Family (4 s.h.)
PSYC 3000
Social Psychology (4 s.h.)
PSYC 3050
Lifespan Human Development (4 s.h.)
PSYC 3330
Child and Adolescent Development (4 s.h.)

Academic Programs—Undergraduate

PSYC 4050
Psychopathology (4 s.h.)
RELG 2800
Death and Dying (4 s.h.)

Total..... 20 s.h.

HEALTHCARE ADMINISTRATION, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: T. HALE

The Bachelor of Science in Healthcare Administration (BSHA) is designed to prepare graduates for leadership roles in the complex, ever-changing healthcare industry. The curriculum is broadly focused and includes coursework in crucial areas including leadership and management, finance and accounting, ethics and law, organizational behavior and policy, application of current research, epidemiology, quality management principles, and communication skills development. This program should appeal to those already with careers in healthcare related fields, as well as those desiring to join the largest industry in the United States. In addition to being prepared for immediate entry-level leadership positions, graduates of the BSHA program commonly elect to pursue further professional development in graduate school.

The BSHA degree program seeks to fulfill King University's stated Mission by helping students excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. Throughout the coursework, emphasis is applied to developing effective written and oral communication skills, theoretical understanding of how populations and cultures effect healthcare behaviors for both individuals and organizations, fostering a framework for ethical decision-making, and improving analytical and critical thinking skills. Graduates of the program will use evidenced-based principles to help improve the quality and efficiency of their organizations.

All candidates for a degree from King University are

required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which reflect mastery of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. A list of suggested and required artifacts will be provided. This course, HCAD 4990, is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities.

Technology Requirements

Students are required to have a computer with Microsoft Office 2010 or later, wireless capability, and a webcam. (Face-to-face students should bring a laptop to each class. Online students may use a laptop or desktop.)

Major Requirements

BUSA 3271
Human Resource Management 4 s.h.
HCAD 3020
Financial Management of Healthcare
Organizations 4 s.h.
HCAD 3110
Introduction to Epidemiology and
Biostatistics 4 s.h.
HCAD 3120
Introduction to Healthcare Organization
and Policy..... 4 s.h.
HCAD 3130
Population-Based Health 4 s.h.
HCAD 3210
Informatics for Healthcare Leaders
and Decision-Makers 4 s.h.
HCAD 3220
Research and Evidence-Based Practice..... 4 s.h.
HCAD 3230
Management of Quality Improvement

Academic Programs—Undergraduate

and Outcomes	4 s.h.
HCAD 3310	
Applied Communication for Healthcare Leadership	4 s.h.
HCAD 3320	
Management and Leadership	4 s.h.
HCAD 4420	
Ethics and Legal Issues	4 s.h.
HCAD 4430	
Marketing and Understanding Sustainability in Healthcare	4 s.h.
HCAD 4990	
Comprehensive Assessment	<u>0 s.h.</u>
Total.....	48 s.h.

Summary of Total Credits

General Education	
Minimum Requirements	38 s.h.
Major Requirements	48 s.h.
Electives	<u>38 s.h.</u>
Minimum to Earn BS	124 s.h.

HEALTHCARE ADMINISTRATION MINOR

HCAD 3120	
Introduction to Healthcare Organization and Policy	4 s.h.
HCAD 3130	
Population-Based Health	4 s.h.
<i>Choose from the following courses</i>	<u>12 s.h.</u>
HCAD 3020	
Financial Management of Healthcare Organizations (4 s.h.)	
HCAD 3110	
Introduction to Epidemiology and Biostatistics (4 s.h.)	
HCAD 3210	
Informatics for Healthcare Leaders and Decision-Makers (4 s.h.)	
HCAD 3230	
Management of Quality Improvement and Outcomes (4 s.h.)	
HCAD 3320	
Management and Leadership (4 s.h.)	
HCAD 4420	
Ethics and Legal Issues (4 s.h.)	

HCAD 4430	
Marketing and Understanding Sustainability in Healthcare (4 s.h.)	

Total **20 s.h.**

HISTORY, BA

TRADITIONAL

PROGRAM COORDINATOR: K. OSBORN

The Bachelor of Arts in History at King University requires a variety of courses which provide graduates with a broad knowledge of Western history, non-Western history, and the conventions of historical research and writing. These courses allow students to understand the process of who tells the story of the past and from what perspective.

Graduates from the History program will be well equipped to be transformers of culture, informed citizens, critical thinkers, and discerning consumers of information. They will also understand the framework of a Christian worldview and will explore how it shapes and is shaped by history.

The program has been designed to ensure that students are prepared in theory and historiography, as well as in research methodology and skill development in critical areas.

Students who graduate with a history degree will be capable of pursuing many different vocations and careers. A History major provides good preparation for careers in education, law, church ministries, government service, various forms of business, journalism, and library science, historic preservation, the Foreign Service, archival work, museum curacy, military service, and graduate work in the humanities and social services. Graduate work in history can lead to a career in higher education.

King's Department of History and Political Science has strengths in several geographical areas and time

Academic Programs—Undergraduate

periods: medieval Europe, the Civil War, Scottish history, the Protestant Reformation, twentieth-century Europe, sub-Saharan Africa, American history, the Holocaust, the history of ideas, and the history of Christianity. History majors take a broad array of courses, drawing on many of these areas. All graduates need to complete a minimum of 28 s.h. at the 3000-level or above. Students majoring in History *may not* double major in Political Science/History.

All History majors must take the ACAT exam the semester they graduate as part of the Comprehensive Assessment of the program.

Technology Requirements

Laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and webcam

Major Common Requirements

The following courses are required for all History majors.

HIST 3000	
The Professional Historian: Historical Study and Writing.....	4 s.h.
HIST 4001	
History Seminar.....	4 s.h.
HIST 4990	
Comprehensive Assessment	0 s.h.

Track Requirements

Students will choose a track in Standard, Integrative, or Grades 6-12 Education.

Standard Track

Choose from the following courses 8 s.h.

HIST 3010	
Cultures in Contact: The Middle Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	

HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
RELG 3850	
History of the Christian Movement and Methods of Historiography (4 s.h.)	

Choose from the following courses 8 s.h.

HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
HIST 3710	
American Revolution/Early Republic (4 s.h.)	
HIST 3730	
The Civil War (4 s.h.)	
HIST 3755	
The Cold War: History and Politics (4 s.h.)	
HIST 3762	
Race, Politics, and the Rights Revolution in Modern America (4 s.h.)	
HIST 3775	
Great Depression/WWII (4 s.h.)	

HIST Electives 12 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	36 s.h.
Major Common Requirements.....	8 s.h.
Track Requirements	28 s.h.
Electives.....	46 s.h.
Minimum to Earn BA	124 s.h.

Integrative Track

Committed to interdisciplinary study, King offers an Integrative Track option for History majors. Only students who have chosen History as a second major may select the Integrative History Track.

Choose from the following courses 8 s.h.

HIST 3010	
Cultures in Contact: The Middle	

Academic Programs—Undergraduate

Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
RELG 3850	
History of the Christian Movement and Methods of Historiography (4 s.h.)	
<i>Choose from the following courses</i>	8 s.h.
HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	
HIST 3710	
American Revolution/Early Republic (4 s.h.)	
HIST 3730	
The Civil War (4 s.h.)	
HIST 3755	
The Cold War: History and Politics (4 s.h.)	
HIST 3762	
Race, Politics, and the Rights Revolution in Modern America (4 s.h.)	
HIST 3775	
Great Depression/WWII (4 s.h.)	
HIST Electives.....	4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	28 s.h.
Major Common Requirements	8 s.h.
Track Requirements	20 s.h.
Second Major (hours may vary).....	54 s.h.
Minimum to Earn BA	124 s.h.

Grades 6-12 Education Track

The B.A. in History with Tennessee teaching licensure (Grades 6-12) is available as a track of the History major and must be paired with a Secondary Education minor. **More information regarding minor and licensure options can be**

found within the *Secondary Education Minor* section of the catalog. Licensed teachers in secondary education are in great demand in all fifty states.

Declaration of the Education minor as well as early and frequent advisement is essential to timely completion of both history and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major discipline advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

HIST 2161	
U.S. History to 1877.....	4 s.h.
HIST 2162	
U.S. History from 1877 to Present.....	4 s.h.
HIST Elective	4 s.h.

Choose from the following courses 8 s.h.

HIST 3010	
Cultures in Contact: The Middle Ages (4 s.h.)	
HIST 3110	
The Age of Revolutions: Europe 1789-1914 (4 s.h.)	
HIST 3120	
Europe and the Great Wars (4 s.h.)	
HIST 3440	
The European Mind since the Enlightenment (4 s.h.)	
PSCI 3250	
Politics and History of China (4 s.h.)	
RELG 3850	
History of the Christian Movement and Methods of Historiography (4 s.h.)	

Choose from the following courses 8 s.h.

HIST 3300	
Intellectual and Cultural History of the United States (4 s.h.)	

Academic Programs—Undergraduate

HIST 3710	American Revolution/Early Republic (4 s.h.)
HIST 3730	The Civil War (4 s.h.)
HIST 3755	The Cold War: History and Politics (4 s.h.)
HIST 3762	Race, Politics, and the Rights Revolution in Modern America (4 s.h.)
HIST 3775	Great Depression/WWII (4 s.h.)

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	36 s.h.
Major Common Requirements	8 s.h.
Track Requirements	28 s.h.
Secondary Educ. Minor Requirements	32-56 s.h.
<i>Note: Required semester hours for minor will vary depending on licensure options.</i>	
Electives (for Non-Licensure).....	2-14 s.h.
Minimum to Earn BA	124-134 s.h.

HISTORY MINOR

<i>Choose from the following courses</i>	<i>4 s.h.</i>
HIST 2161	U.S. History to 1877 (4 s.h.)
HIST 2162	U.S. History from 1877 to Present (4 s.h.)
History Electives at 3000-level or above.....	<u>16</u> s.h.
Total	20 s.h.

HISTORY, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. OSBORN

The B.S. in History taken online at King University will correlate in many ways to the traditional program and is designed for students who would like to complete a bachelor's degree through the online platform. The online courses composing the B.S. program are not appropriate, in most cases, for traditional face-to-face

students in the History program at King to take. The online history courses in the program should be taken only by students enrolled in the BS program or by students enrolled in King's other AGS programs. The online program is offered in a series of 5-week courses, 3 per semester, and is designed to cover American, European, and World History, and includes courses focusing on historiography, methods, and writing.

Major Requirements

HIST 2161	The United States to 1877.....	4 s.h.
HIST 2162	The United States from 1877 to Present	4 s.h.
HIST 3000	Professional Historian: Historical Study and Writing.....	4 s.h.
HIST 3001	Public History.....	4 s.h.
HIST 3010	Cultures in Contact: The Middle Ages	4 s.h.
HIST 3030	Cultures in Contact: The Atlantic World, 1440-1888	4 s.h.
HIST 3120	Europe and the Great Wars.....	4 s.h.
HIST 3650	Cultures in Contact: Islam, Christianity and Colonialism in Africa.....	4 s.h.
HIST 3730	The Civil War	4 s.h.
HIST 3755	The Cold War: History and Politics	4 s.h.
HIST 3770	Science in Culture: Inquiry in the Laboratory and Field	4 s.h.
HIST 4001	History Seminar	4 s.h.
HIST 4990	Comprehensive Assessment	<u>0</u> s.h.
Total	48 s.h.	

Summary of Total Credits

General Education	38 s.h.
Major Requirements.....	48 s.h.

Academic Programs—Undergraduate

Electives 38 s.h.

Minimum to Earn BS 124 s.h.

Secondary Education Option

This program of study is particularly suitable for students who plan to become a History teacher. It was designed specifically to fulfill the content in History for secondary (grades 6-12) licensure in History.

To become a History teacher, a student must declare the Secondary Education minor and meet the requirements for licensure that include professional education courses and student teaching. The list of additional minor requirements is listed under the *Secondary Education Minor Grades 6-12* section of the Academic Catalog. Total hours for the degree with the minor will range from 124-142 semester hours.

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, an academic major, the minor in Education, and a sufficient amount of elective hours students may accomplish the 124 semester hours required for graduation from King.

INFORMATION TECHNOLOGY MINOR

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: N. EDWARDS

The Information Technology Minor may only be declared by students majoring in a discipline other than Cybersecurity and Cloud Computing.

Undergraduate students pursuing a bachelor's degree are eligible to minor in Information Technology.

Information Technology courses are offered online.

A student must successfully pass 20 s.h. to earn an Information Technology minor. Some of the courses listed have a prerequisite that must be completed prior to taking the desired course.

The following course is a prerequisite for other courses

and must be completed for the minor:

ITEC 2700

Foundations of Information

Technology 4 s.h.

Choose from the following courses 16 s.h.

ITEC 2020

Computer Programming (4 s.h.)

ITEC 3450

Database Management (4 s.h.)

ITEC 3460

Systems Analysis (4 s.h.)

ITEC 3500

Network Management (4 s.h.)

ITEC 3655

Web Programming (4 s.h.)

ITEC 3760

Cybersecurity and Information

Assurance (4 s.h.)

ITEC 3761

Cybersecurity Framework and Policy (4 s.h.)

Total 20 s.h.

INTERCULTURAL STUDIES

FOR CHRISTIAN SERVICE MINOR

TRADITIONAL

PROGRAM COORDINATOR: G. SANDERS

Intercultural Studies for Christian Service is a program drawing on many academic disciplines that equips students to interact effectively in an increasingly interdependent and culturally diverse world. With its focus on global competencies in language, culture, world affairs, and service, the program challenges students to think critically about western and non-western cultures, to develop a global perspective, and to consider the spiritual and ethical implications of decisions that affect their lives and the lives of others, both locally and globally. Because of its emphasis on skills vital to cross-cultural life, work, and service, the minor complements a variety of majors and gives students a competitive edge in seeking employment in businesses, communication, education, global health,

Academic Programs—Undergraduate

history and politics, nonprofit organizations, ministries, and government agencies serving culturally diverse communities. Students completing a minor in Intercultural Studies for Christian Service position themselves for maximum impact in a culturally diverse world.

Electives for Intercultural Studies for Christian Service Minor

Each student pursuing the Intercultural Studies for Christian Service minor will, upon declaration, meet with the program coordinator to develop a plan of study that identifies which elective courses will become a part of the student's program of study.

Elective courses will be selected based on the student's vocational goals and should further equip the student by providing additional skills, knowledge, and abilities. Normally, these elective courses may NOT overlap with courses required by either the General Education or the student's major. Electives will be chosen from the list below; the program coordinator may also suggest/approve other acceptable elective courses on a case-by-case basis.

- ICST 2310
Introduction to Cultural Anthropology..... 4 s.h.
- RELG 2430
Understanding the World's Religions..... 4 s.h.
- Choose from the following courses..... 8 s.h.*
- ICST 2120
Cultural Diversity in America (4 s.h.)
- ICST 2200
Cultural Identity (4 s.h.)
- ICST 3200
Cross-Cultural Ministry and Service (4 s.h.)
- ICST 3300
Cross-Cultural Communication &
Orality (4 s.h.)
- RELG 2500
Introduction to Islam (4 s.h.)
- RELG 3292
Religion and Politics in a Global
Context (4 s.h.)

- YTMN 3210
Practical Theology in Youth Ministry (4 s.h.)
- YTMN 3610
Program Administration for Youth
Ministry (4 s.h.)

Choose one from the following culture/service-oriented internships (2-4 s.h.)

- ICST 3520
Intercultural Research/Field Work (2-4 s.h.)
- YTMN 3800
Internship/Cooperative Education (2-4 s.h.)

Total 18-20 s.h.

INTERDISCIPLINARY STUDIES ELEMENTARY EDUCATION, BA ELEMENTARY K-5 LICENSURE ADULT AND GRADUATE STUDIES AND TRADITIONAL

PROGRAM COORDINATOR: D. WATSON (AGS)
PROGRAM COORDINATOR: D. ARNOLD (TRAD)

The B.A. in Interdisciplinary Studies (IDST), a minor in Education, and K-5 Licensure requirements, prepare students interested in public school teaching in Grades K-5.

The Adult and Graduate Studies program is designed for students who have completed an Associate of Science in Teaching (AST) degree; however, other applicants may be considered. The Elementary Education program (courses specific to the discipline of Education) is a two-year program leading to the elementary (K-5) licensure in Tennessee as well as a Bachelor of Arts in Interdisciplinary Studies (IDST), which gives students the broad exposure to content across the liberal arts disciplines that is necessary for elementary teachers.

Because AGS programs differ in scope and choices, even within one state, all students will be advised during the admission process to King University and

Academic Programs—Undergraduate

will be provided with an audit of their transcripts from prior institutions. This transcript audit will provide students a guide to the courses they need for the Interdisciplinary Studies major. These courses may be taken prior to transfer or completed by taking King courses. It will also clarify for incoming students how they will achieve three things: B.A. in Interdisciplinary Studies, Education minor, and requirements for licensure in Tennessee.

Students are encouraged to meet with King University faculty to discuss these audits and develop degree completion plans. Degree completion plans will consider any prior coursework that may substitute for courses that appear here and will identify additional courses required for licensure in Tennessee that were not included within a student's previous college work.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

General Education Requirements

Interdisciplinary Studies majors seeking elementary education licensure should fulfill specified categories of the King General Education listed by taking the courses indicated.

Students who transfer with a recognized associate degree should consult with their advisors regarding General Education requirements.

Science 4 s.h.

BIOL 1110

Principles of Biology with Lab (4 s.h.)
(only available for AGS students)

BIOL 1120

Introduction to Biology with Lab (4 s.h.)
(only available for Traditional students)

Quantitative Literacy

MATH 1560

Introduction to Statistics 4 s.h.

US and Global Citizenship

PSCI 2010

United States Government 4 s.h.

Subject Specialization Courses Leading to the BA in Interdisciplinary Studies-Preparation for Elementary Education Licensure(K-5) Subject Specialization Courses Leading to the BA in Interdisciplinary Studies.

The following courses provide broad and balanced content to students preparing to be elementary teachers. Mastery of the four areas is necessary for students to be prepared for the State of Tennessee mandated PRAXIS examinations and to complete the B.A. in Interdisciplinary Studies. A minimum of one-third of the required hours in each declared major, minor, and concentration must be completed at King.

Language Arts

English Literature Elective at 2000-level

or above 4 s.h.

ENGL 3140

Children's Literature..... 3 s.h.

ENGL 3330

Traditional English Grammar and

Literacy 2 s.h.

Mathematics

MATH 1220

College Algebra..... 4 s.h.

MATH 2200

Mathematics for Elementary Teachers..... 4 s.h.

Science

Choose from the following courses 8 s.h.

CHEM 1010

Introduction to Chemistry (4 s.h.)

PHYS 2010

Physical Science (4 s.h.)

PHYS 2040

Survey of Astronomy: The Sun and
Planets (4 s.h.)

PHYS 2050

Survey of Astronomy: Stars and
Galaxies (4 s.h.)

Academic Programs—Undergraduate

Social Science

GEOG 2010

Physical Geography 3 s.h.

Choose from the following courses..... 4 s.h.

HIST 2161

The United States to 1877 (4 s.h.)

HIST 2162

The United States from 1877 to the
Present (4 s.h.)

ICST 2120

Cultural Diversity in America..... 4 s.h.

PSYC 3330

Child and Adolescent Development 4 s.h.

Comprehensive Assessment

EDUC 4990

Comprehensive Assessment..... 0 s.h.

(Passing state-required Praxis II Exams

OR successful portfolio completion and a
successful portfolio defense)

Total for BA with a Major in IDST

Subject Specific Content Courses 40 s.h.

Students with an Interdisciplinary Studies major
may elect to pursue one of the minors outlined
below.

IDST ELEMENTARY EDUCATION

GRADES K-5 MINOR

Choose from the following courses 2-3 s.h.

EDUC 1500 (required for AGS Program)

Foundations of Lesson Planning (2 s.h.)

EDUC 2370 (required for TRAD Program)

Reflective Teaching: Planning for
Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

EDUC 2030 (required for TRAD Program)

Introduction to Teaching:K-Grade12 (2 s.h.)

EDUC 2031 (required for TRAD Program)

Introduction to Teaching Practicum

Grades PreK-12 (1 s.h.)

EDUC 2800 (required for AGS Program)

Fundamentals of Pedagogy (4 s.h.)

(Must be completed within first two semesters)

EDUC 2900

Foundations of Education 3 s.h.

EDUC 2950*

Technology for Teachers 2 s.h.

EDUC 3160*

Teaching with High Quality Instructional

Materials..... 2 s.h.

EDUC 3170*

Literacy Development and Reading

Instruction in the Elementary Grades..... 4 s.h.

EDUC 3190*

Literacy Assessment and Intervention..... 3 s.h.

EDUC 3360*

Introduction to Linguistics..... 2 s.h.

EDUC 3540*

Elementary Math Methods..... 3 s.h.

EDUC 3550*

Related Arts in the Elementary

Curriculum 3 s.h.

EDUC 3600*

Assessment and Evaluation 3 s.h.

EDUC 4360*

ESL Methods and Materials..... 2 s.h.

SPED 2100

Survey of Exceptional Children 4 s.h.

Total 37 s.h.

*Pre-requisites: EDUC 2030/2031 or EDUC 2800

Students may elect to graduate without student
teaching and without a teaching license. By completing
general education requirements, the IDST content-
specific courses, electives at the 3000 or higher level in
the IDST major, and the minor in Education, students
will have the 124 semester hours required for
graduation from King.

Licensure Track

To be licensed in Grades K-5 in Tennessee,
students must pass PRAXIS content exams prior to
student teaching and complete the edTPA exam
during student teaching

EDUC 4470*

Student Teaching: Grades K- 5 10 s.h.

EDUC 4950*

Capstone Seminar: Grades K-12..... 2 s.h.

Academic Programs—Undergraduate

Total..... 12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

General Education Requirements.....38-42 s.h.

Interdisciplinary Studies Content

Requirements..... 40 s.h.

Education Minor Requirements..... 37 s.h.

Licensure Track Requirements..... 12 s.h.

Minimum to Earn BA + Licensure 127-131 s.h.

IDST ELEMENTARY EDUCATION

GRADES K-5 WITH ESL MINOR

Language Requirement

Students pursuing an Elementary Education Grades K-5 with ESL Minor must complete two college-level world language courses. World languages include American Sign Language; Arabic; Chinese; French; German; Greek; Japanese; Latin; Russian; Spanish; or Other World Language. They may satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education requirement.

Choose from the following courses 2-3 s.h.

EDUC 1500 (*required for AGS Program*)

Foundations of Lesson Planning (2 s.h.)

EDUC 2370 (*required for TRAD Program*)

Reflective Teaching: Planning for

Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

EDUC 2030 (*required for TRAD Program*)

Introduction to Teaching: K-Grade12 (2 s.h.)

EDUC 2031 (*required for TRAD Program*)

Introduction to Teaching Practicum

Grades PreK-12 (1 s.h.)

EDUC 2800 (*required for AGS Program*)

Fundamentals of Pedagogy (4 s.h.)

(*Must be completed within first two semesters*)

EDUC 2900

Foundations of Education 3 s.h.

EDUC 2950*

Technology for Teachers 2 s.h.

EDUC 3120

Principles of Grammar and

Writing: ESL 2 s.h.

EDUC 3160*

Teaching with High Quality Instructional

Materials..... 2 s.h.

EDUC 3170*

Literacy Development and Reading

Instruction in the Elementary Grades..... 4 s.h.

EDUC 3190*

Literacy Assessment and Intervention..... 3 s.h.

EDUC 3360*

Introduction to Linguistics..... 2 s.h.

EDUC 3540*

Elementary Math Methods..... 3 s.h.

EDUC 3550*

Related Arts in the Elem. Curriculum..... 3 s.h.

EDUC 3600*

Assessment and Evaluation 3 s.h.

EDUC 4110

ESL Assessment..... 2 s.h.

EDUC 4120

Principles of Second Language

Acquisition..... 2 s.h.

EDUC 4360*

ESL Methods and Materials..... 2 s.h.

EDUC 4380

Practicum in ESL Instruction..... 2 s.h.

SPED 2100

Survey of Exceptional Children 4 s.h.

Total 45 s.h.

*Pre-requisites: EDUC 2030/2031 or EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, the content-specific courses in the Interdisciplinary Studies curriculum, electives at the 3000 or higher level in the IDST major, and the minor in Education, students will have the 124 semester hours required for graduation from King.

Academic Programs—Undergraduate

Licensure Track

To be licensed in Grades K-5 in Tennessee, students must pass PRAXIS content exams prior to student teaching and complete the edTPA exam during student teaching.

EDUC 4470*

Student Teaching: Grades K- 5..... 10 s.h.

EDUC 4950*

Capstone Seminar: Grades K-12 2 s.h.

Total..... 12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

General Education Requirements 38-42 s.h.

Interdisciplinary Studies Content

Requirements 40 s.h.

Elementary Education Grades K-5 with ESL

Minor Requirements 45 s.h.

Licensure Track Requirements..... 12 s.h.

Minimum to Earn BA + Licensure 135-139 s.h.

IDST ELEMENTARY EDUCATION WITH SPECIAL EDUCATION GRADES K-5 MINOR

Choose from the following courses 2-3 s.h.

EDUC 1500 (required for AGS Program)

Foundations of Lesson Planning (2 s.h.)

EDUC 2370 (required for TRAD Program)

Reflective Teaching: Planning for

Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

EDUC 2030 (required for TRAD Program)

Introduction to Teaching: K-Grade12 (2 s.h.)

EDUC 2031 (required for TRAD Program)

Introduction to Teaching Practicum

Grades PreK-12 (1 s.h.)

EDUC 2800 (required for AGS Program)

Fundamentals of Pedagogy (4 s.h.)

(Must be completed within first two semesters)

EDUC 2900

Foundations of Education..... 3 s.h.

EDUC 2950*

Technology for Teachers 2 s.h.

EDUC 3160*

Teaching with High Quality Instructional

Materials..... 2 s.h.

EDUC 3170*

Literacy Development and Reading

Instruction in the Elementary Grades..... 4 s.h.

EDUC 3190*

Literacy Assessment and Intervention..... 3 s.h.

EDUC 3360*

Introduction to Linguistics..... 2 s.h.

EDUC 3540*

Elementary Math Methods..... 3 s.h.

EDUC 3550*

Related Arts in the Elementary

Curriculum 3 s.h.

EDUC 3600*

Assessment and Evaluation 3 s.h.

EDUC 4360*

ESL Methods and Materials..... 2 s.h.

SPED 2100

Survey of Exceptional Children 4 s.h.

SPED 3100

Psychology and Learning Characteristics

of Persons with Mild Exceptionalities..... 3 s.h.

SPED 3200

Assessment and Development of the IEP..... 3 s.h.

SPED 3300

Effective Instruction for Persons with

High Incidence Exceptionalities 3 s.h.

SPED 4100

Psychology and Characteristics of

Learners with Moderate and Severe

Exceptionalities 3 s.h.

SPED 4200

Social and Emotional Exceptionalities..... 3 s.h.

SPED 4300

Transition of Exceptional Persons to

Independent Learning and Life..... 3 s.h.

Total 55 s.h.

*Pre-requisites: EDUC 2030/2031 or EDUC 2800

Students may elect to graduate without student

Academic Programs—Undergraduate

teaching and without a teaching license. By completing general education requirements, the content-specific courses in the Interdisciplinary Studies curriculum, electives at the 3000 or higher level in the IDS major, and the minor in Education, students will have more than the 124 semester hours required for graduation from King.

Licensure Track

To be licensed in Grades K-5 in Tennessee, students must pass PRAXIS content exams prior to student teaching and complete the edTPA exam during student teaching.

SPED 4490*

Student Teaching: Grades K- 5 and Special
Education 10 s.h.

EDUC 4950*

Capstone Seminar: Grades K-12 2 s.h.

Total..... 12 s.h.

*Requires admittance to the Teacher Education
Program

Summary of Total Credits

General Education Requirements.....38-42 s.h.

Interdisciplinary Studies Content

Requirements 40 s.h.

Education Minor Requirements..... 55 s.h.

Licensure Track Requirements..... 12 s.h.

Minimum to Earn BA + Licensure 145-149 s.h.

LEADERSHIP MINOR

TRADITIONAL

PROGRAM COORDINATOR: M. PELTIER

Students pursuing the Leadership minor will experience a program consisting of a core of leadership courses, an interdisciplinary curriculum of carefully selected elective courses, and leadership experience.

Students will develop core knowledge about leadership through course content and practical experience involving the following broad areas: (a) faith, ethics, and values; (b) communication and group dynamics;

(c) organizational structure and social science; and (d) multiculturalism.

Electives for Leadership Minor

Each student pursuing the leadership minor will, upon declaration, meet with the leadership program coordinator to develop a plan of study that identifies which elective courses will become a part of the student's program of study.

Elective courses will be selected based on the student's vocational goals and should further equip the student for leadership by providing them with additional skills, knowledge, and abilities. Normally, these elective courses may NOT overlap with courses required by either the General Education or the student's major. Electives will be chosen from the list below; the program coordinator may also suggest/approve other acceptable elective courses on a case-by-case basis.

The plan of study, when completed, will be submitted to the Office of Registration and Records for use in the degree audit. Changes to the plan of study must be approved by the program coordinator.

LEAD Course Rotation Schedule

All LEAD courses, except LEAD 2200, are taught both face-to-face and online in a rotation such that students can complete all required courses in a maximum of four semesters.

LEAD 2100

Introduction to Leadership..... 2 s.h.

LEAD 2400

Mentoring 2 s.h.

LEAD 3000

Leadership Theory 2 s.h.

LEAD 3500

Readings in Leadership 2 s.h.

LEAD 3810

Leadership Experience 2 s.h.

PSYC 1520

Introductory Psychology 4 s.h.

Academic Programs—Undergraduate

Choose from the following courses 6 s.h.

BUSA 2251

Principles of Management (4 s.h.)

BUSA 3271

Human Resource Management (4 s.h.)

ICST 2120

Cultural Diversity in America (4 s.h.)

ICST 2200

Cultural Identity (4 s.h.)

ICST 2310

Introduction to Cultural Anthropology (4 s.h.)

LEAD 2200

The 7 Habits of Highly Effective People (2 s.h.)

PHIL 2010

Truth, Value, and the Good Life: An
Introduction to Philosophy (4 s.h.)

PHIL 2020

Logic and Critical Thinking (4 s.h.)

PHIL 3720

Ethics (4 s.h.)

PSYC 3000

Social Psychology (4 s.h.)

PSYC 4150

Group Dynamics (4 s.h.)

SPCH 1000

Speech Fundamentals (2 s.h.)

SPMT 2200

Leadership in Sport (2 s.h.)

THTR 1110

Acting I: Fundamentals of Acting
and Play Analysis (4 s.h.)

YTMN 1620

Foundations of Youth Ministry (4 s.h.)

Total..... 20 s.h.

MARKETING MINOR

TRADITIONAL

PROGRAM COORDINATOR: A. BRUMLIK

The Marketing Minor is not available for students majoring in Business (all tracks) or Business Management.

BUSA 3600

Digital Marketing & Social Media

Strategies 4 s.h.

BUSA 3610

Integrated Marketing Strategies..... 4 s.h.

BUSA 3650

Marketing Research..... 4 s.h.

BUSA 3660

Consumer Behavior..... 4 s.h.

Choose from the following courses 4 s.h.

BUSA 3640

Service Marketing Strategies (4 s.h.)

DMAD 1500

Introduction to Web Presence and Social
Media Strategy (4 s.h.)

DMAD 1600

Media Production (4 s.h.)

Total 20 s.h.

MATHEMATICS, BS

TRADITIONAL

PROGRAM COORDINATOR: W. LINDERMAN

The B.S. in Mathematics covers a wide variety of concepts and theories in mathematics. It develops the ability to think critically, analytically, and logically, and it examines applications of mathematics across the disciplines.

The mission of the Mathematics program is to produce graduates with outstanding problem-solving skills and the ability to reason and communicate mathematical ideas in order to build meaningful lives of achievement for careers in business, education, engineering, statistics, actuarial science, and many other areas.

The Mathematics major at King requires fewer semester hours than most other majors, which makes it an ideal choice to combine with and enhance another major. Recent students' choices of double majors, in addition to Mathematics, have been Business, Biology, Chemistry, Physics, History, Security and Intelligence Studies, and Political Science.

Computer resources are available through campus computer labs. King has a site license for the computer

Academic Programs—Undergraduate

algebra system *Mathematica*, giving students the opportunity to implement a wide variety of algorithms studied in their coursework.

All candidates for a B.S. in Mathematics are required to demonstrate competency in mathematics by successfully satisfying the competencies required of MATH 4930 Mathematics Capstone.

Mathematics and Physics Double Major

The B.S. in Mathematics and Physics is a double major that satisfies all requirements for both majors. More information regarding the requirements of a Mathematics and Physics Double Major can be found in the Physics program requirements.

General Education Requirements

Mathematics majors should fulfill specified categories of King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Quantitative Literacy

MATH 2350
Calculus I 4 s.h.

Major Common Requirements

The following courses are required for all Mathematics majors.

MATH 2360
Calculus II..... 4 s.h.
MATH 2370
Vector Calculus 4 s.h.
MATH 2410
Discrete Mathematics 4 s.h.
MATH 2450
Linear Algebra..... 4 s.h.
MATH 2480
History of Mathematics..... 2 s.h.
MATH 4930
Mathematics Capstone 2 s.h.
MATH 4990
Comprehensive Assessment 0 s.h.

Total 20 s.h.

Track Requirements

Students will choose a track in General Mathematics, Research Mathematics, or Grades 6-12 Education. Students who have an interest in attending graduate school in mathematics are highly encouraged to pursue the Research Track.

General Mathematics Track

Choose one from the following courses..... 4 s.h.

MATH 3510
Abstract Algebra (4 s.h.)
MATH 3610
Analysis (4 s.h.)

Choose from the following 8 s.h.

MATH 2100
Programming with Graphics, Symbols,
and Text (2 s.h.)
MATH 3100
Graph Theory (4 s.h.)
MATH 3110
Combinatorics (2-4 s.h.)
MATH 3120
Number Theory (2 s.h.)
MATH 3150
Mathematical Statistics (4 s.h.)
MATH 3250
Geometry (4 s.h.)
MATH 3430
Differential Equations (4 s.h.)
MATH 3510
Abstract Algebra (4 s.h.)
MATH 3520
Further Studies in Abstract
Algebra (2 s.h.)
MATH 3610
Analysis (4 s.h.)
MATH 3620
Further Studies in Analysis (2 s.h.)

Additional Math or Natural Science
Electives at or above 2100 level 4 s.h.

Total 16 s.h.

Summary of Total Credits

General Education 42 s.h.

Academic Programs—Undergraduate

Total Major Requirements.....	36 s.h.
Major Common Requirements.....	20 s.h.
Track Requirements	16 s.h.
Electives	<u>46</u> s.h.
Minimum to Earn BS	124 s.h.

Research Mathematics Track

MATH 3510	
Abstract Algebra.....	4 s.h.
MATH 3610	
Analysis.....	4 s.h.
MATH 4800	
Research in Mathematics	2 s.h.
Choose from the following courses	2 s.h.
MATH 3520	
Further Studies in Abstract Algebra (2 s.h.)	
MATH 3620	
Further Studies in Analysis (2 s.h.)	

Additional Math or Natural Science
Electives at or above 2100 level..... 4 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements.....	36 s.h.
Major Common Requirements.....	20 s.h.
Track Requirements	16 s.h.
Electives	<u>46</u> s.h.
Minimum to Earn BS	124 s.h.

Grades 6-12 Education Track

The B.S. in Mathematics (with Licensure for Grades 6-12) is available as a track of the Mathematics major and must be paired with a Secondary Education minor **More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog.** Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely

completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* section of this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timeliness.

MATH 2100	
Programming with Graphics, Symbols, and Text.....	2 s.h.
MATH 3120	
Number Theory.....	2 s.h.
MATH 3150	
Mathematical Statistics	4 s.h.
MATH 3250	
Geometry	4 s.h.
Math or Natural Science Elective at or above 2100 level.....	4 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	36 s.h.
Major Common Requirements	20 s.h.
Track Requirements.....	16 s.h.
Secondary Educ. Minor Requirements.....	32-56 s.h.
<i>Note: Required semester hours for minor will vary depending on licensure option.</i>	
Electives (for Non-Licensure)	<u>14</u> s.h.
Minimum to Earn BS.....	124-132 s.h.

MATHEMATICS MINOR

MATH 2350	
Calculus I	4 s.h.
MATH 2360	
Calculus II	4 s.h.
Choose from the following courses	4 s.h.
MATH 2370	
Vector Calculus (4 s.h.)	
MATH 2410	
Discrete Mathematics (4 s.h.)	
MATH 2450	
Linear Algebra (4 s.h.)	

Academic Programs—Undergraduate

MATH 3430

Differential Equations (4 s.h.)

Choose from the following courses..... 8 s.h.*

Mathematics electives at or above the

2100-level (4-8 s.h.)

BIOL 3250**

Bioinformatics (4 s.h.)

or

PHYS 3500

Computational Physics (4 s.h.)

Total..... 20 s.h.

*Students may count either BIOL 3250 or PHYS 3500 for the math minor (although Bioinformatics majors may not count BIOL 3250 for the math minor), but at least 16 s.h. of the required 20 s.h. must be mathematics courses at or above 2100-level.

** Non-Bioinformatics Majors only

MULTIDISCIPLINARY STUDIES, BS, BA TRADITIONAL; ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: M. PELTIER

The Multidisciplinary Studies program allows students to pursue a combination of academic coursework not available through a traditional major. Through Multidisciplinary Studies, students are provided opportunities to develop knowledge and skills in disciplines of special interest. This “major” combines courses that are currently available across disciplines and organizes them into distinctive individualized programs of study. This option allows for creation of programs that best suit a student’s needs, interests, and career objectives. A student’s Multidisciplinary Studies major will be either a B.A. or a B.S. depending on the academic content of the program of study.

Academic Advising

Together student and advisor will develop a plan of study that will be used to determine compliance for degree requirements and sequence of courses. The plan

will be approved by Academic Affairs and by the program coordinators in the identified academic disciplines before it is filed with the Office of Registration and Records.

To qualify for admission to the program, an applicant will submit:

1. A statement outlining academic or professional aspirations and rationale for a specialized program to the Office of Registration and Records
2. A proposal that lists the academic disciplines the student wants to pursue

Major Requirements

1. Completion of pre-approved coursework in two or three academic disciplines:
 - a. A major shall consist of a minimum of 48 hours with no less than 24 hours in one discipline and remaining hours in another discipline or disciplines.
 - b. The remainder of hours required for graduation will be completed in pre-approved courses that are categorized as general education, a minor, or electives.
2. At least 28 hours from the academic disciplines in the major must be taken at or above the 3000 level.
3. At least 30 hours of coursework in the Multidisciplinary Studies program must be completed at King following admission to the program.
4. One-third of the coursework in each discipline must be completed at King.
5. A student cannot minor in either the primary or secondary discipline.

Comprehensive Assessment

All candidates for a degree from King are required to demonstrate competency in their major fields.

Owing to the unique nature of a multidisciplinary major, the format of each student’s comprehensive assessment will be determined by the MDST program coordinator in consultation with any associated

Academic Programs—Undergraduate

academic advisors. This may include the development of a portfolio, a presentation/recital, submission of a multidisciplinary research project, or other assessment as deemed appropriate based on the disciplines included in the major and the coursework completed. Any student who does not meet the minimum requirement (Pass) of their comprehensive assessment will not graduate until the requirement has been met.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	48 s.h.
Electives	<u>34 s.h.</u>
Minimum to Earn BS or BA	124 s.h.

MUSIC, BA

TRADITIONAL

PROGRAM COORDINATOR: D. MITCHELL

The B.A. in Music is designed to educate students in all areas of musical arts in an academically rigorous and pre-professional environment that integrates Christian faith, scholarship, service, and career to create distinctive performances and to encourage exploration of our culture through the performance of thought-provoking, challenging, as well as entertaining music.

Our vision is to grow continually as a comprehensive music program, with pre-professional training opportunities, that prepares students to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. Music majors are prepared to pursue careers in performance, music education, and music ministry. All students graduating from King University with a major in music may be suitable candidates for graduate schools offering advanced degrees in music.

Music students must choose one Track within the music program: Applied Music, Music Education Vocal/General, Music Education Instrumental/General. Music Education students can choose to add

Grades K-12 Licensure to be prepared to teach in public schools.

The music department produces six major concerts each year and numerous smaller programs in churches, schools, and civic clubs. The department encourages student participation in national conferences and festivals and prepares students for internships with music professionals in the community. Participation in some ensembles and in concerts is open to all students by audition, regardless of major.

General Education Requirements

Music majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the General Education section of the catalog for additional details.

Citizenship

ICST 2200

Cultural Identity..... 4 s.h.

Human Creative Products

MUSC 2181

History of Jazz 4 s.h.

MUSC 2300

American Folk Music 4 s.h.

Major Common Requirements

The following courses are required for all Music majors.

MUSC 1010

Music Theory I..... 4 s.h.

MUSC 1011

Aural Skills I 0 s.h.

MUSC 1020

Music Theory II..... 4 s.h.

MUSC 1021

Aural Skills II..... 0 s.h.

MUSC 2100

History of Music I..... 4 s.h.

MUSC 2101

History of Music II 4 s.h.

Academic Programs—Undergraduate

MUSC 2010	
Harmony and Basic Composition I	4 s.h.
MUSC 2011	
Aural Skills III	0 s.h.
MUSC 2020	
Harmony and Basic Composition II.....	4 s.h.
MUSC 2021	
Aural Skills IV	0 s.h.
MUSC 3620	
Conducting I	2 s.h.
MUSC 3291*	
Keyboard Proficiency Exam.....	0 s.h.
MUSC 3880	
Senior Recital	0 s.h.
MUSC 4990	
Comprehensive Assessment	
(standardized MFT)	0 s.h.
Applied Music (Private Lessons)**	6 s.h.
Ensemble Participation.....	8 s.h.
Total.....	40 s.h.

*MUSC 1030: Class Piano I (1 s.h.) and MUSC 1040: Class Piano II (1 s.h.) will be offered as optional courses to learn the piano skills required to pass Keyboard Proficiency Exam (MUSC 3291) in a class setting.

**Applied Music courses are private one-hour lessons in brass, harpsichord, percussion, organ, piano, strings, voice, and woodwinds are offered for credit. For one credit hour the student practices six hours a week and must participate in a weekly symposium for all applied music students. Upon beginning the study of applied music at King, the instructor will place the student at the proper level (elementary, intermediate, intermediate II, advanced), which is indicated by the first digit in the course number. The second digit indicates the area of study.

There is no limit to the number of semesters a student may study at one level. Advancement from one level is accomplished through performance juries. Moving from one level to another is a decision made by the faculty of the music program. Music majors must

complete at least 1 s.h. of applied music each semester while enrolled in the music major. Students must complete a minimum of 6 s.h. of applied music prior to graduation. Students are required to complete the Advanced level in order to graduate. Applied music courses prepare students for MUSC 3880: Senior Recital.

Track Requirements

Students will choose a track in Applied Music, Music Education Vocal/General, or Music Education Instrumental/General.

Applied Music Track

Students who major in music at King (without completing Music Education) will demonstrate knowledge of musical heritage and its role in world civilizations, demonstrate knowledge of principles of musical arts in the community, and demonstrate an ability to evaluate music from the perspectives of performer, practitioner, and patron.

MUSC 1500	
Introduction to Music Research	2 s.h.
MUSC 3020	
Form and Analysis.....	2 s.h.
MUSC 3030	
Arranging/Orchestration.....	2 s.h.
<i>Choose from the following courses</i>	<i>4 s.h.</i>
MUSC 2181	
The History of Jazz (4 s.h.)	
MUSC 2300	
American Folk Music (4 s.h.)	
<i>Choose from the following courses</i>	<i>4 s.h.</i>
MUSC 3910	
Piano Literature (4 s.h.)	
MUSC 3920	
Organ Literature (4 s.h.)	
MUSC 3930	
Vocal Literature (4 s.h.)	
MUSC 3940	
Choral Literature (4 s.h.)	
MUSC 3960	
Band Literature (4 s.h.)	

Academic Programs—Undergraduate

Summary of Total Credits

General Education.....	42 s.h.
Total Major Requirements	54 s.h.
Major Common Requirements	40 s.h.
Track Requirements.....	14 s.h.
General Electives	28 s.h.
Minimum to Earn BA	124 s.h.

Music Education Tracks with Grades K-12 Education

The Music Education tracks are designed to prepare highly qualified, entry-level professional music educators. Graduates will exhibit academic and technical competence and an appreciation of diverse abilities and cultures in school, community, and professional settings. Because of the broad scope of music education, this track provides two choices for specialized training in Music Education: vocal/ general track and instrumental/general track.

The department frequently invites guest artists to campus for performances and student workshops to enhance students' growth as musicians and music educators.

All students graduating from King with a major in music education may be suitable candidates for graduate school offering an advanced degree in music education. Music education majors are prepared to pursue careers in teaching music, performance, and music ministry.

Students who major in music education at King will demonstrate a basic knowledge of music theory through the correct application and analysis of four part writing in an original composition, demonstrate knowledge of Western musical heritage as interrelated to the development of western civilization, display competency as a performer and conductor, and demonstrate preparation for future leadership in music in various educational and musical settings.

NOTE: All students in the Music Education tracks must advance through performance juries to the

Applied Music, Intermediate level of their major instrument (voice, piano, band instrument).

Students wishing to be licensed to teach in public schools must complete the Music Major common requirements, and Music Education track requirements along with either the vocal/general or the instrumental/general track. This coursework is preparation for the addition of the professional Education Minor for K-12 Licensure.

Track Requirements

MUSC 2950	
Music Technology.....	2 s.h.
<i>Choose from the following courses</i>	<i>4 s.h.</i>
MUSC 2181	
History of Jazz (4 s.h.)	
MUSC 2300	
American Folk Music (4 s.h.)	

Tracks within Music Education (*choose one track*)

Vocal/General

MUSC 1110	
King Chorale (min. of 2 semesters)	2 s.h.
MUSC 2110	
Introduction to Instrumental Music	3 s.h.
MUSC 2700	
Diction for the Singer	2 s.h.
MUSC 3020	
Form and Analysis.....	2 s.h.
MUSC 3630	
Conducting II: Choral	2 s.h.
MUSC 3950	
Public School Music Literature	4 s.h.
EDUC 3542*	
Secondary Music Methods.....	3 s.h.
EDUC 3393*	
Content Specific Practicum, Secondary	
Music Education	1 s.h.

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	65 s.h.
Common Requirements.....	40 s.h.
Track Requirements	25 s.h.

Academic Programs—Undergraduate

General Electives 16 s.h.

Minimum to Earn BA 124 s.h.

Instrumental/General

MUSC 1150

Instrumental Ensembles (Symphonic Band and Chamber Ensembles) (min. 2 semesters) 2 s.h.

MUSC 3030

Arranging/Orchestration..... 2 s.h.

MUSC 3500

Instrumental Methods and Techniques I..... 4 s.h.

MUSC 3510

Instrumental Methods and Techniques II 4 s.h.

MUSC 3631

Conducting III: Instrumental 2 s.h.

MUSC 3960

Band Literature 4 s.h.

EDUC 3543

Secondary Instrumental Music Methods 3 s.h.

EDUC 3394

Content Specific Practicum..... 1 s.h.

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 68 s.h.

Major Common Requirements..... 40 s.h.

Track Requirements 28 s.h.

General Electives 14 s.h.

Minimum to Earn BA 124 s.h.

MUSIC EDUCATION MINOR

FOR GRADES K-12 LICENSURE

Students wishing to be licensed to teach in public schools must complete the Music Major Core requirements, all coursework within the Music Education common requirements, and either the vocal/general or the instrumental/general track. This coursework is preparation for the addition of the professional education minor for K-12 Licensure.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

EDUC 2030, 2031

Introduction to Teaching: Grades K-12..... 3 s.h.

SPED 2100

Survey of Exceptional Children 4 s.h.

EDUC 2900

Foundations of Education..... 3 s.h.

PSYC 3330

Child and Adolescent Development 4 s.h.

Choose from the following courses 3-4 s.h.

EDUC 3170*

Literacy Development and Reading

Instruction in the Elementary Grades (4 s.h.)

EDUC 3590*

Content Area Reading (3 s.h.)

Professional Education Courses*

ICST 2120

Cultural Diversity in America 4 s.h.

EDUC 3541

Elementary Music Methods..... 3 s.h.

EDUC 3392

Content Specific Practicum:

Elementary Music Education 1 s.h.

EDUC 3600

Assessment and Evaluation 3 s.h.

Total 28-29 s.h.

Grades K-12 Licensure Track

To be licensed in Grades K-12 in Tennessee, candidates must pass the following PRAXIS exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the professional education courses.

EDUC 4660**

Student Teaching: Grades K-12 10 s.h.

EDUC 4950**

Capstone Seminar Grades K-12..... 2 s.h.

Total 12 s.h.

Summary of Total Credits:

**Music Education Vocal/General Track
with Minor and Licensure**

Academic Programs—Undergraduate

General Education.....	42 s.h.
Total Major Requirements.....	65 s.h.
Major Common Requirements	40 s.h.
Track Requirements.....	25 s.h.
Education Minor Requirements.....	28-29 s.h.
Licensure Requirements.....	12 s.h.
Minimum to Earn BA	147-148 s.h.

Summary of Total Credits:

Music Education Instrumental/General Track with Minor and Licensure

General Education.....	42 s.h.
Total Major Requirements.....	64 s.h.
Common Requirements	40 s.h.
Track Requirements	28 s.h.
Education Minor Requirements.....	28-29 s.h.
Licensure Requirements.....	12 s.h.
Minimum to Earn BA	150-151 s.h.

NOTE: The Teacher Education Program Diversity Component must be fulfilled.

- * Admission into the Teacher Education Program is required prior to enrolling in any professional education course.
- ** Praxis II Content Area Examinations #0114 Music: Content and Instruction must be completed with a passing score before teacher candidate's application to student teach will be approved. Attaining a TN passing score for all applicable Praxis I and Praxis II examinations for each licensure area is required for licensure recommendation.

Written proof of current First Aid and CPR certification is required for approval for professional clinical experience (student teaching/internship). Certification can be attained via the American Red Cross or other licensed providers.

MUSIC MINOR

MUSC 1010	
Music Theory I.....	4 s.h.
MUSC 1020	
Music Theory II	4 s.h.
MUSC 1011	
Aural Skills I.....	0 s.h.

MUSC 1021	
Aural Skills II	0 s.h.
MUSC 1500	
Introduction to Music Research	2 s.h.
MUSC 3620	
Conducting I.....	2 s.h.
<i>Choose from the following courses</i>	<i>4 s.h.</i>
MUSC 2300	
American Folk Music (4 s.h.)	
MUSC 2100	
History of Music I (4 s.h.)	
MUSC 2101	
History of Music II (4 s.h.)	
MUSC 2181	
The History of Jazz (4 s.h.)	
Total	16 s.h.

NURSING, BSN

TRADITIONAL

PROGRAM COORDINATOR: J. PRICE

The Bachelor of Science in Nursing (BSN) program offers a baccalaureate degree to pre-licensed nursing students. King's BSN program supports the mission of the University in the following ways:

- by preparing its graduates for general nursing practice in a Christian environment with academic rigor
- by preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society.

Program Outcomes

King nursing graduates are prepared, at the beginning level of practice, to meet the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2021). Following completion of the program, all graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). However, the decision to grant a license is determined by the

Academic Programs—Undergraduate

appropriate state board of nursing in the state where the graduate intends to practice.

Upon successful completion of the King University Nursing program and licensure, all graduates are prepared as generalists ready to assume professional nursing roles in a variety of hospital or community settings and all have been provided with an adequate foundation for graduate study. The AACN Essentials of Baccalaureate Education for Professional Nursing Practice are:

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

Nursing Program Admission/Progression

Once a King student identifies their intent to major in nursing, the student should change their major to “Pre-Nursing” in the Student Portal. The student will then be assigned a nursing advisor. Only students formally accepted into the nursing program will change their major to “Nursing.”

All students wishing to apply to the traditional, pre-licensure BSN program, must complete a nursing application on the centralized application system, Nursing CAS (<https://www.nursingcas.org/>).

Students reapplying must complete a new nursing application on NursingCAS, including current entrance exam scores. Students may apply to the traditional BSN program only twice.

Students wishing to transfer nursing credits from a nursing program at another institution must

demonstrate knowledge and skill competency equal to that expected of King students and may be required to review the assessment skills checklist and demonstrate mastery of skills to a nursing faculty in clinical simulation laboratory as well as demonstrate proficiency on a standardized exam related to the course under scrutiny before credit will be transferred for NURS major courses.

All transfer applicants must provide a letter of good standing from all previous nursing schools attended. The letter must come from the Dean/Director of the nursing program. Transfer applicants who have previously failed two or more nursing classes at another institution are not allowed to apply to the BSN program.

All science prerequisites are preferred to be completed within five years of applying to the nursing program. Science courses completed five or more years within application to King University School of Nursing will be evaluated by the School of Nursing Admissions Committee.

Students will be accepted based on meeting the King University School of Nursing admission criteria. Application deadlines may be obtained through the Admissions Office. Criteria for admission to the School of Nursing:

- Cumulative GPA of 3.0 or above for all coursework that has been taken at all colleges
- Completion of Nursing Entrance Exam with scores that meet the current scoring benchmarks set at the time of admission
- A grade of C or better in all the Natural Science courses, developmental psychology, and the required mathematics course
- To be admitted to the School of Nursing, students may have no more than 8 s.h. of General Education requirements outstanding. Outstanding credits do not include the King Common Experience (RELG 1101/1102, KING 2000, KING 4000), ENGL 2010 or SPAN 1000,

Academic Programs—Undergraduate

which may be completed after admittance to the School of Nursing. All outstanding credits must be completed prior to the start of the final (Senior 2) clinical semester or the student will be administratively withdrawn from clinical nursing courses and will be unable to progress in the nursing program until all outstanding credits are complete.

Special requirements for progression and retention in nursing are influenced by the student's ability to provide evidence of satisfactory physical, emotional, and mental well-being. Remaining in the program may be contingent upon this evidence.

In addition, prior to the beginning of the first clinical rotation (and annually thereafter), each student must present evidence of good health and freedom from communicable disease. (This requires a physical examination and proof of immunizations.) Other requirements prior to a clinical rotation include demonstrated competency related to standard precautions, and American Heart Association CPR certification (adult, child, infant).

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

Background Check and Urine Drug Screen

The clinical agencies utilized by King require all students meet standards relating to criminal background. Students must clear a criminal background check and urine drug screen before

admission to the clinical settings utilized by King. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All students must comply with the King School of Nursing Criminal Background check and Drug Screen policies. All background checks must be completed through the King Security Department and all urine drug screens must be completed through the clinical documentation management system. Students are responsible for all fees associated for background checks and urine drug screening.

A full listing of program fees can be found in the Financial Information section of the Catalog under Additional and Part-time fees.

Technology Requirements

Laptop computer with minimum of Microsoft 365 wireless capability, and webcam are required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials.

Recommended Minimum Hardware Requirements

If students need to purchase a new computer, recommended minimum requirements are listed below:

- Intel i5 Processor
- 4GB RAM
- DVD-ROM, either embedded or detached
- 128 GB hard drive storage minimum; 256 GB or greater hard drive storage is preferred
- Screen Size: 13" or bigger with resolution of at least 1024 x 768
- Graphics Card: 512 MB minimum
- 100 MB/1 GB NIC and/or 802.11 b/g/n Wireless Network Card
- Laptop Operating System: Windows 10 Home Premium or better (32 or 64 Bit)

NOTE: Chromebooks and many tablets will NOT meet the minimum requirements for the School of Nursing programs. These include iPads, Android tablets, Windows RT tablets

Academic Programs—Undergraduate

(Surface, although Surface Pro is fine), and all Chromebooks.

Recommended Minimum Software Requirements

- Internet Web Browser: Various browsers may be required for different software packages used by the School of Nursing. We recommend installing the latest versions of Internet Explorer, Google Chrome, and Mozilla Firefox.
- Anti-Virus Software
- A Personal Firewall Software/Internet Security package to protect the computer from unauthorized access via the Internet is suggested

Licensure

NCLEX-RN applications require individuals to identify any prior court convictions, both misdemeanor and felony, including but not limited to, theft, assault, driving under the influence, and possession of controlled substances. If any condition exists, the state Board of Nursing will request applicants to provide information on the charge and sitting for the NCLEX-RN exam may be denied. In some instances, licensure may be denied, or the license may be restricted. Some states also require a specific citizenship status and/or specific immigration paperwork to accompany license applications. Students will need to review the specific state board of nursing requirements where licensure will be obtained and are responsible for ensuring licensing eligibility for specific states.

Full-Time Status

All students in the traditional nursing curriculum are expected to be full-time students and to complete the program within eight semesters of study. Transfer students who have met all prerequisites usually complete requirements in four semesters. Additional summer study may be needed to meet all program requirements. All nursing students are expected to maintain full-time student status, and work hours should be limited. Part-time plan of study may be

permitted with under special consideration and approval from Program Coordinator and/or Dean.

Grade Requirements

Students must achieve a grade of B- or higher in all nursing courses (NURS) to progress and successfully complete the nursing program. If a student fails to obtain a B- or better in a single nursing course, the student will be required to repeat the course. If a grade of C+ or below is recorded for two or more nursing courses or a grade of C+ or below is recorded for a nursing course that is repeated, the student will be dismissed from the nursing major.

Students who do not maintain the cumulative NURS GPA of 3.0 will be placed on academic warning from the School of Nursing for one semester, during which time the NURS GPA must be brought up to the minimum of 3.0 or the student will be dismissed from the nursing major.

If a student withdraws from the nursing program, the student must complete a new application, and meet all admission/progression requirements in place at the time of re-application to the program. Students may reapply one time only. Nursing courses may be repeated only once on a space-available basis.

LPN Advanced Placement

See *Prior Learning Assessment (PLA)* policy under the Academic Policies section of this catalog.

Clinical Competency

All clinical experiences associated with nursing courses are graded on a Pass/Fail basis. A Clinical Performance Evaluation (CPE) will be completed at mid-term and on completion of the clinical schedule. ***Failure in either the theory component or the clinical component of a clinical course results in failure of the course.***

NOTE: Nursing students are required to adhere to department policies as outlined in the *BSN Nursing Student Handbook*, a supplement to

Academic Programs—Undergraduate

the King University *Student Handbook*.

General Education Requirements

Nursing majors should fulfill specified categories of the King General Education by taking the course indicated below. See the *General Education* section of the catalog for additional details.

Science

BIOL 1010

Human Anatomy and Physiology I (4 s.h.)

Quantitative Literacy

MATH 1560

Introduction to Statistics (4 s.h.)

Major Requirements

BIOL 1020

Human Anatomy and Physiology II..... 4 s.h.

BIOL 2500

Microbiology and Immunology 4 s.h.

NURS 2000

Nursing Orientation..... 0 s.h.

NURS 3000

Pathophysiology 4 s.h.

NURS 3002

Informatics in Professional Nursing..... 2 s.h.

NURS 3015

Foundations of Contemporary Nursing

Practice..... 5 s.h.

NURS 3020

Health Assessment 4 s.h.

NURS 3115

Nursing in Adult Health Care I..... 6 s.h.

NURS 3130

Pharmacology I..... 3 s.h.

NURS 3140

Evidence-Based Practice 2 s.h.

NURS 3165

Nursing in Women's Health/Newborn

Care 4 s.h.

NURS 4020

Community/Public Health Nursing..... 4 s.h.

NURS 4100

Nursing in Child & Family Health Care 4 s.h.

NURS 4110

Nursing in Mental Health Care..... 5 s.h.

NURS 4115

Nursing in Adult Health Care II..... 6 s.h.

NURS 4120

Nursing Leadership and Management..... 3 s.h.

NURS 4130

Pharmacology II..... 3 s.h.

NURS 4200

Capstone for Nursing Practice 5 s.h.

NURS 4990

Comprehensive Assessment..... 0 s.h.

PSYC 3050

Lifespan Human Development..... 4 s.h.

Summary of Total Credits

General Education 42 s.h.

Major Requirements..... 72 s.h.

Electives..... 10 s.h.

Minimum to Earn BSN..... 124 s.h.

Comprehensive Assessment (NURS 4990)

All candidates for a degree from King are required to demonstrate competency in their major field. Prior to graduation, seniors in the traditional nursing program are required to successfully pass a standardized proctored comprehensive assessment to help determine the students' preparedness for the NCLEX. Failure to achieve at least 90% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of F for the comprehensive assessment.

All nursing courses are designed to meet the standards as outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2021); *Nursing Scope & Standards of Practice* (ANA 2021); *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015); *TN Law Regulating the Practice of Nursing* (2021, rev.) & the *Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia* (2024).

Academic Programs—Undergraduate

NURSING FOR REGISTERED NURSES, RN-BSN

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: L. HUTCHINSON

The Bachelor of Science in Nursing (RN-BSN) for Registered Nurses provides a unique alternative to the traditional method of pursuing a bachelor's degree. This program is a transformational learning experience leading to personal and professional skill development designed specifically to meet the needs of adult learners.

The King Nursing faculty believes nursing serves society through the competent and compassionate delivery of direct and indirect health care services to individuals, families, and communities, guided by Christian values. As a professional discipline, nursing for the registered nurse student (RN-BSN) is based on a strong foundation of knowledge from the humanities, the arts and sciences, and from nursing and health-related disciplines, which integrate academic and practice components. The program uses a cohort structure, accelerated pace; it features applied learning and participative methodology.

Program Outcomes

Upon successful completion of the program, all graduates are prepared for professional nursing practice in a variety of hospital or community settings, and they have been provided with an adequate foundation for graduate study. In the RN-BSN program, the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) serve as the program outcomes. The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* are these:

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety

6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

King's RN-BSN program supports the University's mission in the following ways:

- by preparing its graduates for general nursing practice in a Christian environment with academic rigor
- by preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society

The RN-BSN degree is a minimum of 124 semester hours. A total number of 48 hours is required at King to fulfill the residency hour requirement. The RN-BSN program is designed so that a transfer student with 76 credit hours completed at an approved institution may graduate in three semesters. The student's prior coursework must include all prerequisites for the RN-BSN program and King's minimum general education requirements.

The RN-BSN program is offered online. Nursing courses last for seven weeks. Typically, the general education courses are also offered online. All nursing courses are designed to meet the standards as outlined in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2021); *Nursing Scope & Standards of Practice* (ANA 2021); *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015); *TN Law Regulating the Practice of Nursing* (2021, rev.) & the *Laws Governing the Practice of Nursing and Health Professions in General Code of Virginia* (2024).

RN-BSN Application Packet Requirements

For specific AGS program application packet requirements, please visit *Application Packet*

Academic Programs—Undergraduate

Requirements for Undergraduate AGS Programs located within the *Admissions Policies* section of the catalog.

Transfer Credit

Students wishing to transfer a nursing course(s) completed at another college or university, as a substitute for a King University required course, must provide a course syllabus to be evaluated by the nursing faculty for equivalence in theoretical and clinical content. The Dean of the School of Nursing has the final decision on the equivalence of a course. Transfer courses are seldom evaluated for substitution of NURS courses since the RN-BSN curriculum is specifically designed to fulfill the 48 semester hours needed to meet residency requirements for a bachelor's degree.

Background Check and Urine Drug Screen

All students are required to clear a criminal background check and urine drug screen to continue in the nursing program. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All urine drug screens must be completed through the clinical documentation management system. Students are responsible for all fees associated for urine drug screening which is included in nursing fees.

Clinical Learning

Nursing practice requires a broad array of essential competencies. The RN-BSN program requires lab practice in physical assessment, clinical change projects, community teaching, and service-learning activities. Clinical learning activities that meet essential competencies are embedded in courses throughout the plan of study. Students individually and supportively participate in therapeutic communication, assessment, change theory, process improvement, leadership, delegation, and time management exercises. Students engage in a reverse problem-based learning pedagogy that fosters critical thinking as they identify problems, conceptualize improvement processes, and develop possible solutions. Clinical experiences promote care

delivery to individuals, families, and populations across the human lifespan that is holistic, culturally competent, spiritually astute, fiscally responsible, and ethically sound.

Latest Technology

Contemporary technology enhances the educational experience and preparation for meaningful and successful careers. The faculty encourages the use of web-enhanced activities to influence and promote learning for those receiving and providing healthcare. Experience with beginning level informatics competency is embedded in several nursing courses.

Technology Requirements

Laptop computer with Microsoft Office 365, wireless and webcam capability is required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials.

Residency Requirements

If students transfer fewer than 76 semester hours, additional courses will be required to complete 124 total semester hours to graduate with a Bachelor of Science in Nursing degree. King requires that 48 semester hours be completed at King. The additional courses may be taken prior to or during the completion of course work for the BSN degree. An advanced placement credit option consisting of proficiency validation by licensure is available; students should check with their Student Success Specialists about this possibility. Please see *Prior Learning Assessment Policy* located in the Academic Policies section of this catalog.

RN-BSN Student Handbook

RN-BSN students are required to follow School of Nursing policies set forth in the *RN-BSN Student Handbook* and outlined in course syllabi. All RN-BSN students are required to read and follow university policies relative to appeals and grievances listed in the *RN-BSN Student Handbook*.

Academic Programs—Undergraduate

Grade Requirements

A grade of C+ or higher is required in all nursing courses. If a failing grade is earned, students must repeat the course. If a grade of C or below is recorded for two nursing courses, or if a grade of C or below is recorded for a nursing course that is repeated, the student will be dismissed from the nursing major.

Comprehensive Competency Assessment

All students graduating from King University, regardless of major, must demonstrate competency in their major field prior to graduation. To fulfill this university-mandated graduation requirement, the School of Nursing has chosen to have RN-BSN students address, in a portfolio, the standards found in *The AACN Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *School of Nursing Professional Pillars*. The specific assignment parameters are thoroughly delineated in the *Demonstrating Achievement of Core Competencies for the Registered Nurse* document.

Students will use self-reflection to describe specific moments in clinical practice that were enhanced by the learning experience in the nursing, religion, or Quest courses and link these descriptions to the Essentials and Professional Pillars. The portfolio will include exemplary assignments and activities demonstrating achievement of competency for each outcome.

The completed portfolio is due by the end of week three of the final NURS course. Nursing faculty will review the portfolio against the grading rubric, then forward results to the School of Nursing. The rating will not affect the nursing course grade but will be the grade for NURS 4990. The completed portfolio is a graduation requirement.

General Education and Quest

All RN-BSN students are required to take additional general education courses to meet the degree requirements at King. Students may choose from the

following Quest Courses to fulfil general education or elective credits.

LIBS 3000*

The Quest for Self-Knowledge (4 s.h.)

LIBS 3400**

The Quest for Community and
Ordered Society (4 s.h.)

LIBS 3600

The Quest for Stewardship and
the Ethical Responsibility (4 s.h.)

LIBS 4000

The Quest for Career and Vocation (4 s.h.)

* Satisfies the general education Human Creative
Products requirement

**Satisfies the general education Citizenship
requirement

The Quest courses are interdisciplinary, each focusing on an essential theme in the Humanities. The goal is to examine the elements that figure in the development of character and to provoke students to more serious consideration of their own character and its impact on their vocations.

Quantitative Literacy

RN-BSN students may fulfill the Quantitative Literacy category of the King General Education by taking the course indicated below or transferring an equivalent course. This course is highly recommended for students who may pursue a masters or doctoral degree in nursing.

MATH 1560

Introduction to Statistics (4 s.h.)

Major Requirements

NURS 3005

The Science of Human Pathophysiology..... 4 s.h.

NURS 3310

Dimensions of Professional Nursing 4 s.h.

NURS 3315

Introduction to Healthcare Informatics 4 s.h.

NURS 3330

Introduction to Evidence-Based Practice..... 4 s.h.

NURS 3410

Health and Physical Assessment..... 4 s.h.

Academic Programs—Undergraduate

NURS 3420	
Spiritual and Cultural Considerations in Nursing.....	4 s.h.
NURS 4310	
Nursing Ethics	4 s.h.
NURS 4330	
Community and Population Health	4 s.h.
NURS 4410	
Principles of Leadership and Management	4 s.h.
NURS 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits for Nursing

General Education.....	38 s.h.
Major Requirements	36 s.h.
Electives	50 s.h.
Minimum to Earn BSN	124 s.h.

PHILOSOPHY MINOR

TRADITIONAL

PROGRAM COORDINATOR: W. C. STREETMAN

The Philosophy minor program at King University celebrates the human love of wisdom and ancient quest for meaning. We provide a supportive environment in which philosophy minors participate in this quest and conduct earnest inquiry into life's most fundamental and pressing issues, such as the nature of reality; what we can know and how this knowledge is acquired; the nature of truth and beauty; how we can judge between right and wrong; and how we ought to live. Philosophy minors are also given the opportunity to examine to examine the theoretical underpinnings of other sciences and academic disciplines through a wide variety of electives.

Students completing a minor in philosophy are prepared to enter law school or pursue graduate study in theology, philosophy, or religion. Philosophy is also useful for careers in medicine, bioethics, journalism, management, business, and government. All in all, irrespective of their career paths, philosophy minors acquire a skillset that enables them to think in an

organized way about important and controversial issues, along with some measure of insight into the more fundamental mysteries of human life.

PHIL 2020	
Logic and Critical Thinking	4 s.h.
PHIL 3500	
History of Philosophy Survey.....	4 s.h.
PHIL 3720	
Ethics	4 s.h.
PHIL 3820	
Philosophy of Human Nature	4 s.h.

Choose from the following courses..... 4 s.h.

PHIL 2410	
Philosophy of Religion (4 s.h.)	
PHIL 3440	
Asian Philosophy (4 s.h.)	
PHIL 3760	
Aesthetics: Philosophy of Art, Beauty, and Culture (4 s.h.)	

Total **20 s.h.**

PHYSICS, BS

TRADITIONAL

PROGRAM COORDINATOR: TBD

The laws of physics established by our Creator make the discipline of physics relevant to all the natural sciences and bring understanding of nature as well as faith issues. The Bachelor of Science Degree in Physics prepares students for graduate study in physics and related fields, such as medical physics, astrophysics, applied mathematics, and engineering. This degree is also an ideal preparation for many technical careers, especially those that require rigorous analytical and quantitative thinking. Students will be able to solve quantitative problems, have a basic knowledge of the major areas of physics, be able to express themselves in a professional manner, and understand experimental techniques and data analysis. There is also a path available for any student desiring to become a teacher

Academic Programs—Undergraduate

at the middle and senior high school level (with licensure).

Physics is the study of the physical world, including all matter and energy. The Bachelor of Science degree is a rigorous program, consisting of 50 semester hours of science and mathematics in addition to General Education courses. It includes enough hours in Mathematics for a minor and leaves 32 elective hours available to the student for another major or minor. Alternatively, the student can double major in Physics and Mathematics. Students are encouraged to spend one summer doing research and may be published authors before graduation. Academic credit is usually available for internship or research efforts.

At the end of the program of study, all students will be required to pass a comprehensive assessment administered during PHYS 4990.

General Education Requirements

Physics majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Science

CHEM 1110

General Chemistry I..... 4 s.h.

Quantitative Literacy

MATH 2350

Calculus I..... 4 s.h.

Major Common Requirements

The following courses are required for all Physics majors.

IDST 4500

Interdepartmental Math and Science

Seminar..... 2 s.h.

MATH 2360

Calculus II..... 4 s.h.

MATH 2370

Vector Calculus..... 4 s.h.

MATH 3430

Differential Equations 4 s.h.

PHYS 2210

General Physics I..... 4 s.h.

PHYS 2220

General Physics II 4 s.h.

PHYS 3010

Theoretical Mechanics 4 s.h.

PHYS 3030

Electricity and Magnetism..... 4 s.h.

PHYS 3060

Introduction to Modern Physics..... 4 s.h.

PHYS 3502

Experimental Methods..... 2 s.h.

PHYS 4201

Advanced Topics 2 s.h.

PHYS 4990

Comprehensive Assessment..... 0 s.h.

Track Requirements

Students will choose a track in General Physics or Grades 6-12 Education.

General Physics Track

Choose from the following courses 4 s.h.

MATH 2450

Linear Algebra (4 s.h.)

MATH Elective

3000 or 4000 level (4 s.h.)

Choose from the following courses 4 s.h.

CHEM 4000

Physical Chemistry I (5 s.h.)

PHYS 3052

Optics (4 s.h.)

PHYS 3072

Heat and Thermodynamics (4 s.h.)

PHYS 3401

Medical Physics (4 s.h.)

PHYS 3500

Computational Physics (4 s.h.)

PHYS 4080

Introductory Quantum Mechanics 4 s.h.

Summary of Total Credits

General Education 42 s.h.

Academic Programs—Undergraduate

Total Major Requirements.....	50 s.h.
Major Common Requirements.....	38 s.h.
Track Requirements	12 s.h.
Electives	<u>32</u> s.h.
Minimum to Earn BS	124 s.h.

Grades 6-12 Education Track

The B.S. in Physics (with Licensure for Grades 6-12) is available as a track of the Physics majors and must be paired with a Secondary Education minor.

More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the

catalog. Licensed teachers in secondary education are in great demand in all fifty states, and the areas of science and mathematics are considered critical need areas in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking secondary teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy or contact the School of Education for eligibility criteria, admissions procedures, and timelines.

BIOL 2110	
General Biology I.....	4 s.h.

Choose from the following courses 4 s.h.

MATH 1500	
Cryptology: The Science of Secret Writing (4 s.h.)	

MATH 2100	
Programming with Graphics, Symbols, and Text (2 s.h.)	

MATH 2480	
History of Mathematics (2 s.h.)	

MATH 3120	
Number Theory (2 s.h.)	

Summary of Total Credits

General Education	42 s.h.
Total Major Requirements	46 s.h.
Major Common Requirements	38 s.h.
Track Requirements.....	8 s.h.
Secondary Educ. Minor Requirement.....	32-56 s.h.
<i>Note: Required semester hours for minor will vary depending on licensure option.</i>	
Electives (for Non-Licensure)	<u>4</u> s.h.
Minimum to Earn BS.....	124-144 s.h.

MATHEMATICS AND PHYSICS DOUBLE MAJOR

The B.S. in Mathematics and Physics is a double major that satisfies all requirements for both majors.

General Education Requirements

Mathematics and Physics double majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Quantitative Literacy

MATH 2350	
Calculus I	4 s.h.

Science

CHEM 1110	
General Chemistry I	4 s.h.

Double Major Requirements

IDST 4500	
Interdepartmental Math and Science Seminar	2 s.h.
MATH 2360	
Calculus II	4 s.h.
MATH 2370	
Vector Calculus	4 s.h.
MATH 2410	
Discrete Mathematics.....	4 s.h.
MATH 2450	
Linear Algebra	4 s.h.
MATH 2480	
History of Mathematics	2 s.h.
MATH 3430	
Differential Equations	4 s.h.

<i>Choose from the following courses</i>	<i>4 s.h.</i>
MATH 3510	
Abstract Algebra (4 s.h.)	

Academic Programs—Undergraduate

MATH 3610	
Analysis (4 s.h.)	
MATH 4930	
Mathematics Capstone (optional)	
MATH 4990	
Comprehensive Assessment	0 s.h.
PHYS 2210	
General Physics I	4 s.h.
PHYS 2220	
General Physics II.....	4 s.h.
PHYS 3010	
Theoretical Mechanics.....	4 s.h.
PHYS 3030	
Electricity and Magnetism	4 s.h.
PHYS 3060	
Introduction to Modern Physics	4 s.h.
PHYS 3502	
Experimental Methods	2 s.h.
PHYS 4201	
Advanced Topics	2 s.h.
PHYS 4080	
Quantum Mechanics.....	4 s.h.
<i>Choose from the following.....</i>	<i>8 s.h.</i>
CHEM 4000	
Physical Chemistry I (5 s.h.)	
MATH 2100	
Programming with Graphics, Symbols, and Text (2 s.h.)	
MATH 3100	
Graph Theory (4 s.h.)	
MATH 3110	
Combinatorics (2-4 s.h.)	
MATH 3120	
Number Theory (2 s.h.)	
MATH 3150	
Mathematical Statistics (4 s.h.)	
MATH 3250	
Geometry (4 s.h.)	
MATH 3470	
Applied Mathematics (2-4 s.h.)	
MATH 3510	
Algebra (4 s.h.)	
MATH 3520	
Studies in Abstract Algebra (2 s.h.)	

MATH 3610	
Analysis (4 s.h.)	
MATH 3620	
Further Studies in Analysis (2 s.h.)	
PHYS 3052	
Optics (4 s.h.)	
PHYS 3072	
Heat and Thermodynamics (4 s.h.)	
PHYS 3401	
Medical Physics (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	
PHYS 4990	
Comprehensive Assessment.....	<u>0 s.h.</u>

Summary of Total Credits for Double Major

General Education	42 s.h.
Major Requirements.....	64 s.h.
Electives/Minor*	<u>18 s.h.</u>
Minimum for BS.....	124 s.h.

*A double major in Physics and Mathematics allows for 18 s.h. of electives or a minor.

PHYSICS MINOR

MATH 2360	
Calculus II	4 s.h.
PHYS 2210	
General Physics I.....	4 s.h.
PHYS 2220	
General Physics II	4 s.h.
<i>Choose from the following courses.....</i>	<i><u>8 s.h.</u></i>
PHYS 3010	
Theoretical Mechanics (4 s.h.)	
PHYS 3030	
Electricity and Magnetism (4 s.h.)	
PHYS 3060	
Modern Physics (4 s.h.)	
PHYS 3500	
Computational Physics (4 s.h.)	
PHYS 4080	
Introductory Quantum Mechanics (4 s.h.)	
Total	20 s.h.

Academic Programs—Undergraduate

POLITICAL SCIENCE/HISTORY, BA

TRADITIONAL

PROGRAM COORDINATOR: M. DOTTERWEICH

The B.A. in Political Science/History offers students a broad-based education in both Political Science and History. Students will gain knowledge of American Government, the United States Constitution, World Politics, Comparative Politics, and both constitutional and international law. Furthermore, students in the major program study important periods of American and European history, are introduced to methodology in both the humanities and social sciences, and are encouraged to pursue internships and study abroad programs.

This major offers good preparation for a wide range of careers in law, public service on the federal, state and local levels, international relations, non-profit work, intelligence work, public safety (ranging from the F.B.I. to local law enforcement), political campaign management, journalism, business (domestic and international), and many other areas. A specific area of strength in Political Science at King is the study of law with many graduates going to law school for a variety of careers.

NOTE: Students majoring in Political Science and History may *not* also major in History.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam.

General Education Requirements

Political Science and History majors should fulfill specified categories of the King General Education by taking the courses indicated below. See the *General Education* section of the catalog for additional details.

Quantitative Literacy

MATH 1560

Introduction to Statistics..... 4 s.h.

Major Common Requirements

The following courses are required for all Political Science/History majors.

HIST 3000

The Professional Historian: Historical Study
and Writing 4 s.h.

PSCI 2010

United States Government..... 4 s.h.

PSCI 2020

World Politics 4 s.h.

PSCI 3100

Constitutional Law 4 s.h.

PSCI 3200

International Law 4 s.h.

PSCI 3500

Comparative Politics..... 4 s.h.

Choose from the following courses 8 s.h.

HIST 3300

Intellectual and Cultural History
of the United States (4 s.h.)

HIST 3710

American Revolution/Early Republic (4 s.h.)

HIST 3730

The Civil War (4 s.h.)

HIST 3755

The Cold War: History and Politics (4 s.h.)

HIST 3762

Race, Politics, and the Rights Revolution in Modern
America (4 s.h.)

HIST 3775

Great Depression/WWII (4 s.h.)

HIST 4001*

History Seminar (4 s.h.)

PSCI 3020

The American Presidency (4 s.h.)

PSCI 4990

Comprehensive Assessment..... 0 s.h.

Track Requirements

Students may declare a Standard Track. A Law Dual Degree Track is also available.

Standard Track

PSCI or HIST Elective..... 4 s.h.

Academic Programs—Undergraduate

Choose from the following courses 8 s.h.

HIST 3010

Cultures in Contact: The Middle

Ages (4 s.h.)

HIST 3110

The Age of Revolutions:

Europe 1789-1914 (4 s.h.)

HIST 4001*

History Seminar (4 s.h.)

PSCI 3250

Politics and History of China (4 s.h.)

RELG 3850

History of the Christian Movement and

Methods of Historiography (4 s.h.)

*History Seminar is a special topics course and can only count towards this requirement if approved by the Political Science and History program coordinator.

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 44 s.h.

Major Common Requirements..... 32 s.h.

Track Requirements 12 s.h.

General Electives 38 s.h.

Minimum to Earn BA 124 s.h.

Law Dual Degree Track

King offers students the opportunity to pursue an accelerated path to completing both a bachelor's and a Juris Doctor degree in six years rather than seven. It is anticipated that most students will complete their general education and major requirements in three years. Following the Law Dual Degree Program does not automatically guarantee students' entrance into law school. Students must still successfully take the LSAT and competitively apply to their intended law program. A student who completes the requirements in three years and who follows the outlined curriculum will be awarded a Bachelor of Arts with a major in Political Science and History from King only after satisfactorily completing the first year of an approved school of law program.

BUSA 3276

Business Law 4 s.h.

CRJU 2620

Criminal Law..... 4 s.h.

HIST 3110

The Age of Revolutions: Europe 1789-1914 4 s.h.

Choose from the following courses 4 s.h.

HIST 3010

Cultures in Contact: The Middle

Ages (4 s.h.)

HIST 4001*

History Seminar (4 s.h.)

PSCI 3250

Politics and History of China (4 s.h.)

RELG 3850

History of the Christian Movement and

Methods of Historiography (4 s.h.)

*History Seminar is a special topics course and can only count towards this requirement if approved by the Political Science and History program coordinator.

Summary of Total Credits

General Education 42 s.h.

Total Major Requirements 48 s.h.

Major Common Requirements 32 s.h.

Track Requirements..... 16 s.h.

Transferred Hours from Law Program..... 30 s.h.

General Electives..... 4 s.h.

Minimum to Earn BA 124 s.h.

POLITICAL SCIENCE MINOR

PSCI 2010

United States Government 4 s.h.

PSCI 2020

World Politics..... 4 s.h.

Choose from the following courses 12 s.h.

PSCI 3020

The American Presidency (4 s.h.)

PSCI 3100

Constitutional Law (4 s.h.)

PSCI 3200

International Law (4 s.h.)

PSCI 3250

Politics and History of China (4 s.h.)

Academic Programs—Undergraduate

PSCI 3500
Comparative Politics (4 s.h.)

Total..... 20 s.h.

PSYCHOLOGY, BS

TRADITIONAL

PROGRAM COORDINATOR: K. DEFORD

The Bachelor of Science degree in Psychology provides unique blends of action with reflection and of Christian spirituality with broad intellectual growth. Psychology, as the crossroad science of the cultural mind, individual behavior, and the organic brain, prepares students for a wide variety of careers. Psychology at King is a program in which students will conduct their own original research projects, be encouraged to participate in internships that serve the community with which they hope to work, and make observations of family life, children, and adolescents.

Combined with traditional classroom activities, hands-on learning experiences let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain what humans do and why. Such knowledge has proven useful to our graduates who have succeeded: (1) in careers that do not require further study, such as youth workers, case workers in social welfare programs, child care workers, technicians or trainees in state institutions, personnel officers, government specialists, business managers, and other people-oriented careers; (2) in graduate school; and (3) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required.

The Bachelor of Science degree in psychology is designed to provide students with converging viewpoints addressing the diversity of psychology, the integration of faith and psychology, and practical

experiences to enhance skills appropriate for graduate study or an immediate career.

Psychology courses older than 10 years will need to be petitioned for transfer credit towards degree requirements.

Comprehensive Assessment (PSYC 4990)

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/ abnormal, perception/physiology, and social/ developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

Major Requirements

PSYC 520	
Introductory Psychology	4 s.h.
PSYC 3000	
Social Psychology	4 s.h.
PSYC 3100	
Statistics for the Social Sciences	4 s.h.
PSYC 3150	
Research Methods and Measurement in Psychology	4 s.h.
PSYC 3200	
Individual Research Project	4 s.h.
PSYC 4050	
Psychopathology	4 s.h.
Choose from the following courses	4 s.h.
PSYC 3040	
Cognitive Psychology (4 s.h.)	
PSYC 3530	
Sensation and Perception (4 s.h.)	

Academic Programs—Undergraduate

Choose from the following courses 4 s.h.

PSYC 3050

Lifespan Human Development (4 s.h.)

PSYC 3330

Child and Adolescent Development (4 s.h.)

PSYC Electives..... 12 s.h.

PSYC 4990

Comprehensive Assessment 0 s.h.

Summary of Total Credits

General Education..... 42 s.h.

Major Requirements 44 s.h.

Electives 38 s.h.

Minimum to Earn BS **124 s.h.**

PSYCHOLOGY MINOR

PSYC 120

Introductory Psychology 4 s.h.

Choose from the following courses 4 s.h.

PSYC 3000

Social Psychology (4 s.h.)

PSYC 3040

Cognitive Psychology (4 s.h.)

PSYC 3530

Sensation and Perception (4 s.h.)

Choose from the following courses..... 4 s.h.

PSYC 3050

Lifespan Human Development (4 s.h.)

PSYC 3330

Child and Adolescent Development (4 s.h.)

PSYC 4050

Psychopathology..... 4 s.h.

PSYC Electives..... 4 s.h.

Total..... **20 s.h.**

PSYCHOLOGY, BS

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: K. DEFORD

The B.S. in Psychology at King provides unique blends of action with reflection and Christian spirituality with broad intellectual growth. This level of integration is

possible because Psychology is the crossroad science of the cultural mind, individual behavior, and the organic brain, and thus prepares students for a wide variety of careers.

Students in the AGS/Online Psychology program will become familiar with the research process, psychological influences on human growth and development, abnormal psychology, and related theories of treatment, all from a Christian perspective.

The program offers learning experiences that let students develop a unique view of human beings: one that is critically aware of the limitations and biases in current knowledge, one that is constructively able to seek out new approaches to understanding others, and one that knows how to observe, record, analyze, discuss, interpret, and explain to others what humans do and why.

Such knowledge has proven useful to our graduates who have succeeded: (1) in careers that do not require further study, such as youth workers, case workers in social welfare programs, child care workers, technicians or trainees in state institutions, personnel officers, government specialists, business managers, and other people-oriented careers; (2) in graduate school; and (3) in graduate programs in medicine, law, ministry, education, special education, and other fields where further study is required.

Psychology courses older than 10 years will need to be petitioned for transfer credit towards degree requirements.

Comprehensive Assessment (PSYC 4990)

All candidates for the psychology degree from King are required to demonstrate competency by completing the Major Field Achievement Test (MFAT). The MFAT will be administered online to all students in the semester that they complete program requirements. The test will cover four broad areas of psychology. The areas are cognition, clinical/abnormal,

Academic Programs—Undergraduate

perception/physiology, and social/developmental. Any student who does not meet this requirement will not graduate until the requirement has been met.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

General Education Requirements

Psychology majors should fulfill the Human Culture category of the King General Education by taking the course indicated below. See the *General Education* section of the catalog for additional details and options for other categories.

Human Culture

PSYC 1520*

Introductory Psychology 4 s.h.

*Introductory Psychology (PSYC 1520) is a required course in the Psychology program. It is recommended that students take Introductory Psychology prior to entering the program. If a student intending to major in Psychology has not completed the course prior to matriculation or prior to entering the Psychology major, the student is required to complete it within the first two semesters of enrollment in the major.

Major Requirements

PSYC 3000

Social Psychology 4 s.h.

PSYC 3040

Cognitive Psychology 4 s.h.

PSYC 3050

Lifespan Human Development 4 s.h.

PSYC 3100

Statistics for the Social Sciences 4 s.h.

PSYC 3150

Research Methods and Measurement
in Psychology 4 s.h.

PSYC 3200

Individual Research Project 4 s.h.

PSYC 4000

Theories of Personality 4 s.h.

PSYC 4050

Psychopathology 4 s.h.

PSYC 4100

Theories of Counseling 4 s.h.

Choose three from the following courses 12 s.h

PSYC 2200

Marriage and Family (4 s.h.)

PSYC 3330

Child and Adolescent Development (4 s.h.)

PSYC 3530

Sensation and Perception (4 s.h.)

PSYC 3900

Special Topics (4 s.h.)

PSYC 4150

Group Dynamics (4 s.h.)

PSYC 4200

Survey of Christian Counseling (4 s.h.)

PSYC 4250

Applied Psychology (4 s.h.)

PSYC 4990

Comprehensive Assessment 0 s.h.

Total 48 s.h.

Summary of Total Credits

General Education Minimum Requirements

(must include Introductory Psychology) 38 s.h.

Major Requirements 48 s.h.

Electives 38 s.h.

Minimum to Earn BS 124 s.h.

RELIGIOUS STUDIES, BA

TRADITIONAL

PROGRAM COORDINATOR: B. ALDERMAN

The B.A. in Religious Studies prepares students for many forms of thoughtful and religiously-literate service “to God, the church, and the world.” As professional training, the B.A. in Religious Studies prepares students to enter theological seminaries or graduate schools of religion in preparation for careers in pastoral ministry, missions, teaching, or social work. Also a strong foundation for lay Christian service, leadership, and vocational discernment, a

Academic Programs—Undergraduate

Religious Studies major can be pursued alongside a second major. Many students enter the fields of law, business, the social sciences, journalism, and education.

The Religious Studies major focuses on the study of Christianity (its scriptures and traditions of thought and practice), religion (world religions and religious theory), and philosophy. The major not only educates students in the Christian religion, but also explores the broader religious impulse, including how religions and their cultural contexts interact.

Comprehensive Assessment

A comprehensive assessment covering the major in Religious Studies will be given the semester prior to graduation. The assessment is 240 questions and will be administered online via Canvas one month prior to the graduation date.

Major Requirements

Choose from the following courses 4 s.h.

All students must choose between RELG 1101 and 1102 to fulfill the General Education: Common Experience requirements. To fulfill the major requirement, the alternate course must be completed. This requirement may not be satisfied by double counting one of the courses.

RELG 1101

Understanding Christianity: The Bible (4 s.h.)

RELG 1102

Understanding Christianity: Thought and Practice (4 s.h.)

PHIL 3500

History of Philosophy Survey 4 s.h.

RELG 2430

Understanding the World's Religions 4 s.h.

RELG 3210

Introduction to Theology and Theological

Thinking 4 s.h.

RELG 3211

Explaining Religions in Theory and

Theology 4 s.h.

Choose from the following courses 4 s.h.

BIBL 3020

Hebrew Prophetic Literature (4 s.h.)

BIBL 4030

The Torah (4 s.h.)

BIBL 4050

Hebrew Wisdom Literature (4 s.h.)

Choose from the following courses 4 s.h.

BIBL 3040

The Life and Teaching of Jesus (4 s.h.)

BIBL 4060

The Gospel and Epistles of John (4 s.h.)

BIBL 4140

Paul (4 s.h.)

Choose from the following courses 4 s.h.

PHIL 3720

Ethics (4 s.h.)

RELG 2720

Christian Ethics (4 s.h.)

Choose from the following courses 8 s.h.*

BIBL 2250

Bible Study That Matters (4 s.h.)

PHIL 2410

Philosophy of Religion (4 s.h.)

RELG 2500

Introduction to Islam (4 s.h.)

RELG 2800

Death and Dying (4 s.h.)

RELG 3850

History of the Christian Movement and Methods of Historiography (4 s.h.)

RELG 3900

Special Topics

**Electives will be chosen from the list above; the program coordinator may also suggest/approve other acceptable elective courses on a case-by-case basis. Double-dipping within the major is not permitted.*

RELG 4990

Comprehensive Assessment 0 s.h.

Summary of Total Credits

General Education 42 s.h.

Total Major Requirements 40 s.h.

Academic Programs—Undergraduate

Electives 42 s.h.

Minimum to Earn Bachelor of Arts 124 s.h.

RELIGIOUS STUDIES MINOR

TRADITIONAL

The Religious Studies Minor allows students to choose courses in Bible, Christian theology, religious studies, ethics, and philosophy of religion. While general education requirements include *either* RELG 1101 (Understanding Christianity: The Bible) *or* RELG 1102 (Understanding Christianity: Thought and Practice), students are encouraged to take the other toward the minor. For a minor in Religious Studies, students will choose 20 s.h. of BIBL and RELG courses. PHIL 2410 is also an option. Recommended courses to fulfill the minor requirements include:

Choose from the following courses 20 s.h.

BIBL 3020

Hebrew Prophetic Literature (4 s.h.)

BIBL 3040

The Life and Teaching of Jesus (4 s.h.)

BIBL 4030

The Torah (4 s.h.)

BIBL 4140

Paul (4 s.h.)

PHIL 2410

Philosophy of Religion (4 s.h.)

RELG 1101

Understanding Christianity: The Bible (4 s.h.)

RELG 1102

Understanding Christianity: Thought and Practice (4 s.h.)

RELG 2430

Understanding the World's Religions (4 s.h.)

RELG 2720

Christian Ethics (4 s.h.)

RELG 2800

Death and Dying (4 s.h.)

RELG 3020

Theory and Method in the Study of Religion (4 s.h.)

RELG 3210

Introduction to Theology and Theological

Thinking (4 s.h.)

RELG 3211

Explaining Religions in Theory and Theology (4 s.h.)

Total 20 s.h.

SECONDARY EDUCATION MINOR

GRADES 6-12

PROGRAM COORDINATOR: D. ARNOLD

Students may complete requirements for a minor in secondary education by completing the coursework listed and taking initial assessments. To achieve licensure to teach in grades 6-12, students must complete, in addition to the Common Experience and General Education requirements, an approved academic major, the education minor, and the additional licensure requirements. In the traditional format, King University offers seven Tennessee-approved 6-12 licensure programs: Biology, Chemistry, English, History, Mathematics, Physics, and Spanish. Students interested in one of these programs should consult with their major academic advisors and the Director of Teacher Education. In the AGS format, King University offers two Tennessee-approved 6-12 licensure programs: English and History. Students are encouraged to meet with King University faculty to develop degree completion plans and to schedule assessments in a timely manner. Degree completion plans will consider any prior coursework that may substitute for courses that appear here and will identify additional courses required for licensure in Tennessee that were not included within a student's previous college work.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

Pre-Professional and Professional Requirements

Choose from the following courses 2-3 s.h.

EDUC 1500 (*required for AGS Program*)

Academic Programs—Undergraduate

Foundations of Lesson Planning (2 s.h.)	
EDUC 2370 (<i>required for TRAD Program</i>)	
Reflective Teaching: Planning for Classroom Instruction (3 s.h.)	
<i>Choose from the following courses</i>	3-4 s.h.
EDUC 2030 (<i>required for TRAD Program</i>)	
Introduction to Teaching:K-Grade12 (2 s.h.)	
EDUC 2031 (<i>required for TRAD Program</i>)	
Introduction to Teaching Practicum Grades PreK-12 (1 s.h.)	
EDUC 2800 (<i>required for AGS Program</i>)	
Fundamentals of Pedagogy (4 s.h.)	
(<i>Must be completed within first two semesters</i>)	
EDUC 2900	
Foundations of Education	3 s.h.
EDUC 2950*	
Technology for Teachers.....	2 s.h.
<i>Choose from the following courses</i>	3 s.h.
EDUC 3390*	
Secondary Curriculum and Methods (3 s.h.)	
EDUC 4390	
Secondary English Methods and Materials (3 s.h.)	
EDUC 3590*	
Content Area Reading	3 s.h.
EDUC 3600*	
Assessment and Evaluation.....	3 s.h.
ICST 2120	
Cultural Diversity in America	4 s.h.
PYSC 3330	
Child and Adolescent Development	4 s.h.
SPED 2100	
Survey of Exceptional Children.....	<u>4 s.h.</u>
Total	32 s.h.

*Prerequisite: EDUC 2030/EDUC 2031
OR EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, an academic major, the minor in Education, and the required additional general electives students may accomplish the 124 semester hours required for graduation from King.

Licensure Requirements

To be licensed to teach Grades 6-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the courses listed below.

EDUC 4490*	
Student Teaching: Grades 6-12	10 s.h.
EDUC 4950*	
Capstone Seminar: Grades K-12	<u>2 s.h.</u>
Total	12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

Minor.....	32 s.h.
Licensure.....	<u>12 s.h.</u>
Minimum to Earn Minor + Licensure	44 s.h.

SECONDARY EDUCATION GRADES 6-12 WITH ESL MINOR

PROGRAM COORDINATOR: D. ARNOLD

Language Requirement

Students pursuing a Secondary Education Grades 6-12 with ESL Minor must complete two college-level world language courses. World languages include American Sign Language, Arabic, Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, or Other World Language. They may satisfy this requirement by transferring credit or by successfully completing the courses at King. An intermediate-level foreign language may also fulfill the Human Culture General Education requirement.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

Academic Programs—Undergraduate

Pre-Professional and Professional Requirements

Choose from the following courses 2-3 s.h.

- EDUC 1500 (required for AGS Program)
- Foundations of Lesson Planning (2 s.h.)
- EDUC 2370 (required for TRAD Program)
- Reflective Teaching: Planning for Classroom Instruction (3 s.h.)

Choose from the following courses 3-4 s.h.

- EDUC 2030 (required for TRAD Program)
- Introduction to Teaching: K-Grade12 (2 s.h.)
- EDUC 2031 (required for TRAD Program)
- Introduction to Teaching Practicum
- Grades PreK-12 (1 s.h.)
- EDUC 2800 (required for AGS Program)
- Fundamentals of Pedagogy (4 s.h.)
- (Must be completed within first two semesters)

EDUC 2900

- Foundations of Education 3 s.h.

EDUC 2950*

- Technology for Teachers 2 s.h.

EDUC 3120

- Principles of Grammar and Writing: ESL.... 2 s.h.

EDUC 3360

- Introduction to Linguistics 2 s.h.

EDUC 3590*

- Content Area Reading 3 s.h.

EDUC 3600*

- Assessment and Evaluation..... 3 s.h.

EDUC 4110

- ESL Assessment 2 s.h.

EDUC 4120

- Principles of Second Language Acquisition 2 s.h.

EDUC 4360*

- ESL Methods and Materials 2 s.h.

EDUC 4380

- Practicum in ESL Instruction 2 s.h.

Choose from the following courses 3 s.h.

- EDUC 3390*
- Secondary Curriculum and Methods (3 s.h.)
- EDUC 4390
- Secondary English Methods and Materials (3 s.h.)

ICST 2120

- Cultural Diversity in America 4 s.h.

PYSC 3330

- Child and Adolescent Development 4 s.h.

SPED 2100

- Survey of Exceptional Children 4 s.h.

Total 44 s.h.

*Prerequisite: EDUC 2030/EDUC 2031

OR EDUC 2800

Students may elect to graduate without student teaching and without a teaching license. By completing general education requirements, an academic major, the minor in Education, and the required additional general electives students may accomplish the 124 semester hours required for graduation from King.

Licensure Requirements

To be licensed to teach Grades 6-12 in Tennessee, candidates must pass the following exams: Content Knowledge in their Academic Major/Endorsement Subject, edTPA during student teaching, and successfully complete the courses listed below.

EDUC 4490*

- Student Teaching: Grades 6-12 10 s.h.

EDUC 4950*

- Capstone Seminar: Grades K-12 2 s.h.

Total 12 s.h.

*Requires admittance to the Teacher Education Program

Summary of Total Credits

Minor 44 s.h.

Licensure 12 s.h.

Minimum to Earn Minor + Licensure 56 s.h.

In addition to specific major coursework, some major/endorsements include additional education coursework for licensure requirements, such as:

EDUC 3360 (for Spanish endorsement)

- Introduction to Linguistics 2 s.h.

Academic Programs—Undergraduate

EDUC 3542 (for Music endorsement)	
Secondary Music Methods	3 s.h.
EDUC 3393	
Content Specific Practicum.....	1 s.h.
EDUC 3543 (for Music endorsement)	
Secondary Instrumental Music Methods	3 s.h.
EDUC 3541 (for Music endorsement)	
Elementary Music Methods	3 s.h.
EDUC 3392 (for Music endorsement)	
Content Specific Practicum: Elementary	
Music Education.....	1 s.h.

SECURITY AND INTELLIGENCE STUDIES, BA

TRADITIONAL

PROGRAM COORDINATOR: G. HELT

The Bachelor of Arts degree in Security and Intelligence Studies (SIS) aims to address the high demand for qualified security and intelligence professionals in the post-9/11 world. Employers are looking for university graduates who are curious about the world around them and can critically assess global events and trends. Students in the SIS program will explore 21st century security challenges, learn how to use structured techniques in their analyses, grapple with the ethical issues facing the national security community, and learn how the intelligence community works with policymakers to inform national security policy. Security and Intelligence courses older than 10-years will not be eligible for transfer towards degree requirements due to the nature of the program.

The SIS major is designed for students interested in careers in law enforcement, homeland security, military, intelligence, the diplomatic service, and national security law. Additionally, the SIS minor may complement the Business major, especially for students interested in careers in global investing and consulting, and the sciences (Biology, Forensic Science, Mathematics, Physics), as well as in Psychology.

The SIS program seeks to foster a Christian worldview

while providing students with an empathetic view of other cultures, countries, and religions. We aim to graduate students who understand that each action undertaken in the name of national security will have an impact on other human beings who are also created in the image of God; therefore, we have an obligation to consider the long-term consequences of our actions.

Comprehensive Assessment

Students in the SIS major will be expected to select an area of interest upon completing 20 semester hours of in-class instruction. Areas of interest will be selected from a pre-approved list consisting of a variety of relevant subject matters. These will include government agencies within or outside of the United States intelligence community, non-state militant groups, high-value countries, subjects in intelligence history, or area studies. Degree candidates will be required to submit the conclusions of their research on their area of interest in the form of a publishable academic paper to an appropriate journal or present the topic of their research to a panel of experts.

Major Requirements

HIST 3755	
Cold War: History and Politics	4 s.h.
PSCI 3250	
Politics and History of China	4 s.h.
SAIS 2310	
Espionage and Intelligence	4 s.h.
SAIS 2330	
International Terrorism	4 s.h.
SAIS 2350	
Introduction to Intelligence Analysis.....	4 s.h.
SAIS 3310	
Covert Action	4 s.h.
SAIS 3350	
Advanced Intelligence Analysis	4 s.h.
SAIS 3380	
Counterterrorism.....	4 s.h.
SAIS 3390	
Intelligence Ethics.....	4 s.h.
SAIS 3730	
American Foreign Policy	4 s.h.

Academic Programs—Undergraduate

SAIS 4310	
Advanced Topics in Geopolitics.....	4 s.h.
SAIS 4330	
Security Challenges in the 21 st Century.....	4 s.h.
SAIS 4990	
Comprehensive Assessment.....	0 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Requirements	48 s.h.
Electives	<u>34</u> s.h.
Minimum to Earn BA	124 s.h.

SECURITY AND INTELLIGENCE STUDIES MINOR

Choose from the following courses 8 s.h.

HIST 3755	
Cold War: History and Politics (4 s.h.)	
SAIS 2310	
Espionage and Intelligence (4 s.h.)	
SAIS 2330	
International Terrorism (4 s.h.)	
SAIS 2350	
Introduction to Intelligence	
Analysis (4 s.h.)	

Choose from the following courses 8 s.h.

PSCI 3250	
Politics and History of China (4 s.h.)	
SAIS 3310	
Covert Action (4 s.h.)	
SAIS 3350	
Advanced Intelligence Analysis (4 s.h.)	
SAIS 3380	
Counterterrorism (4 s.h.)	
SAIS 3390	
Intelligence Ethics (4 s.h.)	
SAIS 3730	
American Foreign Policy (4 s.h.)	

Choose from the following courses 4 s.h.

SAIS 4310	
Advanced Topics in Geopolitics (4 s.h.)	
SAIS 4330	
Security Challenges in the	
21 st Century (4 s.h.)	
Total	20 s.h.

SOCIAL WORK, BSW

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: J. HELBERT

The Bachelor of Social Work (BSW) program provides students with a range of knowledge, skills, abilities, values, and ethics, as well as cognitive and affective processes that effectively prepares them for generalist careers as professional social workers. BSW graduates enjoy title protection as “social workers,” and are in high demand in the domestic and global job markets.

King University’s BSW professors are social workers themselves with a minimum of a Master of Social Work (MSW) degree. In addition to years of social work field experience, BSW professors are experienced administrators, practitioners, clinicians, and educators who believe in nurturing students while challenging them to reach higher goals.

The BSW program boasts 45-years of proven academic success through our longstanding presence in the region and our continuously maintained accreditation with the Council on Social Work Education (CSWE). The King BSW program originally began at Virginia Intermont (VI) College and has continued uninterrupted at King University since VI’s closure in 2014.

In the 45-years of the BSW program’s accredited existence, a stellar social work education has been provided to students from Northeast Tennessee, Southwest Virginia, and several states across the nation and abroad. In addition to membership with the CSWE, the BSW program is affiliated with the National Association of Social Workers (NASW), the North American Association of Christian Social Workers (NACSW), the International Federation of Social Workers (IFSW), the International Consortium on Social Development (ICSD), the Association of Baccalaureate Program Directors (BPD), and Phi Alpha, the International Social Work Honors Society.

Academic Programs—Undergraduate

The King University chapter of Phi Alpha is Chi Omega.

The BSW program provides students with the theoretical and practical skills required to work as professional social workers in addition to a generalist, trauma-informed knowledge base that examines human behavior and complex social interactions. This generalist approach to preparation allows social workers to engage with individuals, families, groups, communities, and organizations to help resolve problems and improve capacities for social well-being.

King University's mission is to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the church, and the world. The BSW program supports this mission by utilizing a trauma-informed, bio-psycho-social-spiritual framework toward addressing social and economic issues utilizing social, economic, and restorative justice components. Counseling and advocacy skills are also employed, which emphasize the importance of addressing barriers that may be experienced by individuals, families, groups, communities, and/or organizations. The signature pedagogy of the BSW program is the incorporation of an extensive supervised professional field practicum experience in one or more relevant social work settings.

Students who complete the BSW program successfully are well-prepared for entry into an advanced standing Master of Social Work (MSW) program, as well as entry into the workforce in professional social work practice. The advanced standing placement is designed for BSW graduates who excelled academically, having maintained a GPA of 3.0 or higher. Advanced standing placements enable social work students to complete the MSW degree in one academic year of full-time study.

Students Interested in Licensure

Licensing of social work practitioners is under the

authority of a designated office in each individual state. All 50-states and the District of Columbia require that a social worker sitting for a licensing exam must have graduated from a Council on Social Work Education (CSWE)-accredited program. Because King University's BSW program has maintained accreditation through the CSWE, students can progress with confidence that the BSW program at King University will prepare them for licensure and professional practice in the field of social work. While the CSWE establishes and maintains national standards for all social work programs, each state reserves the right to establish their own standards for licensure to practice within their state's borders. King University cannot confirm whether the BSW program meets requirements for professional licensure in a specific state; therefore, it is incumbent upon the student to research and understand the proper licensing requirements for their respective states. A list of the social work regulatory boards for each state is available on the BSW program page of the King University website.

Practicum Responsibilities for Online Students

- King University operates under NC-SARA guidelines (www.nc-sara.org) for determining physical presence in regards to supervised field experiences for online students (Section 5.3).
- If a student does not intend to sit for the licensing exam, then they may participate in a practicum in any state or U.S. Territory except CNMI*.
- If a student intends to sit for the licensing exam and is participating in a practicum as part of the licensing requirements in that state, there may be additional requirements from the agency responsible for licensure. It is the student's responsibility to research and understand any additional requirements that may be in effect.

*Any student participating in a practicum in the Commonwealth of Northern Mariana Islands (CNMI) may need to meet additional requirements set by CNMI. It is the student's

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responsibility to research and understand any additional requirements that may be in effect.

NASW Code of Ethics

All BSW students must adhere to the NASW Code of Ethics found at <https://www.socialworkers.org/pubs/code/default.asp>, which is an essential component of each course in the social work major.

BSW students are expected to follow a strict set of ethical guidelines that inform practice and the professional conduct of social workers in the following ways:

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity, and
6. Competence

These are the core values of the social work profession, clearly articulated in the 2017 NASW Code of Ethics, as amended. Additionally, student social workers should possess compassion and empathy, strong interpersonal skills, reflective listening skills, excellent organizational and time-management skills, and outstanding problem-solving skills.

Grade Requirements

Applicants are required to possess a minimum cumulative GPA of 2.2 on a 4.0 scale. Applicants whose cumulative GPA is below 2.2 may be considered on a conditional basis or accepted provisionally as “pre-social work” until the GPA rises to the required limits. Student social workers are expected to achieve a GPA of 2.2/4.0 by the end of the student’s first semester following acceptance into the program. From admission forward, students are required to maintain a minimum cumulative social work GPA of 2.2/4.0 to remain in good standing in the BSW program.

Students who fail a course (those who earn a grade below a C-) must repeat the course and will receive a letter of programmatic academic warning and will be

required to undergo a series of remediation measures. Students who fail two major courses will not be permitted to progress in the program and will receive a letter of programmatic dismissal. More details are provided in the King University BSW Student Handbook.

BSW Student Handbook

The BSW program has both academic and nonacademic requirements for retention and progression, which are detailed in the BSW Student Handbook.

Application Packet Requirements

Students wishing to declare social work as their major must follow the guidelines set forth for specific AGS program application packet requirements, which can be located by visiting *Application Packet Requirements for Undergraduate AGS Programs* located within the *Admissions Policies* section of the catalog. Members of Enrollment Management and/or the Registrar’s Office may also provide electronic access to the BSW Program application.

Students must have completed a minimum of 45-semester hours of applicable coursework to apply for admission to the BSW program. For students to successfully complete the BSW program plan of study within the specified timeframe, completion of 60-semester hours is recommended before applying to the BSW program.

Comprehensive Assessment

Students must enroll in SOWK 4990 during their final semester of BSW coursework. This course consists of an online, single-attempt, comprehensive social work examination. Students must pass the BSW comprehensive examination with a minimum score of 80%; this is a mandated prerequisite for graduation from the BSW program. This exam is comprised of 60+-items comprehensively measuring students’ learning and retention of the social work subject matter

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and adherence to the latest APA standards.

Technology Requirements

PC with MS Office 2010 or later, Webcam,
Microphone

Social Work Major Requirements

Educational outcomes and competencies are attained through the combination of learning experiences (coursework in theory, methods, and conceptual learning) and skills development in the field education practicum component. The content courses in the major can be completed in three semesters (one calendar year). Students are required to enroll in SOWK 4800: Integrative Practice during their fourth semester in the program, following successful completion of all social work courses. SOWK 4800 is an intensive clinical field practicum experience consisting of 400 on-site hours earned in a social work setting. Students will complete the field practicum while enrolled in a required online, seminar course during the 15-week (module D) semester. Students who fail to complete all practicum hours within the designated time frame outlined in the BSW Field Education Manual will not pass SOWK 4800. Students may find maintaining outside employment during the field practicum semester challenging and successful completion of the required practicum may be hindered, thus delaying graduation.

SOWK 3000	
BSW Orientation	0 s.h.
SOWK 3180	
Social Work Research	4 s.h.
SOWK 3410*	
Social Work Foundations.....	4 s.h.
SOWK 3420	
Human Diversity	4 s.h.
SOWK 3610	
Human Behavior and the Social Environment: Person in Environment Perspective	4 s.h.
SOWK 3620	
Human Behavior and the Social Environment: Life Course Perspective	4 s.h.

SOWK 3810	
Generalist Practice	4 s.h.
SOWK 3820	
Family and Group Practice.....	4 s.h.
SOWK 3830	
Community and Organizations Practice	4 s.h.
SOWK 3840	
Writing for Social Workers	4 s.h.
SOWK 4410	
Social Welfare Policy	4 s.h.
SOWK 4700	
Introduction to Field Education	0 s.h.
SOWK 4800	
Integrative Practice	12 s.h.
SOWK 4990	
Comprehensive Assessment	0 s.h.

*SOWK 3410 Social Work Foundations (4 s.h.) must be taken *once only* either prior to or during the student's 1st or 2nd semester of enrollment in the program. This course will be offered every semester in a quest-style, module D format with assignments due once every third week throughout the 15-week semester and is available both to social work majors and to other King University students wishing to enroll in this course as an elective.

Summary of Total Credits

General Education Requirements.....	38 s.h.
Major Requirements.....	52 s.h.
General Electives.....	34 s.h.
Minimum to Earn BSW.....	124 s.h.

SPANISH, BA

TRADITIONAL

PROGRAM COORDINATOR: B. MACIONE

The Bachelor of Arts in Spanish seeks to nurture all of the major language skills: reading, writing, speaking, and listening comprehension. Through study of the languages, literatures and histories of other cultures, students gain a heightened sensitivity to the use of their native language and a greater appreciation for the world's diversity. Our majors are well-prepared to

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enter the global society of the 21st century and fulfill King's mission by leading students to integrate Christian faith, scholarship, service, and career using the Spanish language.

After completing SPAN 2000 or intermediate proficiency, students should begin their major/minor by enrolling in Advanced Spanish Skills I and II (3010 and 3020). Then, students may complete their degree requirements by taking a range of literature, civilization, and culture classes or by concentrating on the use of the language in a specific field, such as business or healthcare.

The major prepares students to communicate in Spanish in a wide variety of occupations. Spanish majors may choose to pursue licensure to teach through the School of Education or pursue careers in business, government services, intelligence, interpreting, and translation. An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Language Department Program Coordinator and the Center for Study Abroad.

The Spanish program supports the mission of King University by promoting literacy and the effective use of language (scholarship), fostering knowledge of western cultural heritage (scholarship), and encouraging an enlarged vision of and appreciation for other peoples and cultures (service and faith). Graduates of this program should be able to “think critically about western and non-western cultures, to examine their own cultural captivities, to interact with diverse peoples” and hold respect for the global community.

Technology Requirements

Students are required to have access to a computer or laptop, Microsoft Word, PowerPoint, Adobe Reader, and internet access to complete their course work and class projects.

Comprehensive Assessment

SPAN 4990 Exam: Listening, Writing, Speaking, and Reading Assessments

Requirements for Admission to Upper-Level Courses

Completion of SPAN 2000 or equivalent proficiency shall be considered a prerequisite for all courses numbered 3000 and above.

Studies in Spanish-Speaking Countries

The institution endorses several study-abroad opportunities in Spanish speaking countries around the world. Contact the Department of Languages and Literatures and the Center for Study Abroad for more information.

Other Notes

Completion of SPAN 2000 or demonstration of equivalent proficiency in Spanish shall constitute completion of the core language requirement.

General Education Requirements

Spanish majors should fulfill the Human Culture category of the King General Education by taking the course indicated below. See the *General Education* section of the catalog for additional details.

Human Culture

SPAN 2000

Intermediate Spanish..... 4 s.h.

Major Requirements

SPAN 3010

Advanced Spanish Skills I..... 4 s.h.

SPAN 3020

Advanced Spanish Skills II 4 s.h.

SPAN 3030

Spanish Conversation..... 4 s.h.

Choose from the following courses 4 s.h.

SPAN 3300

Civilization of Spain (4 s.h.)

SPAN 3310

Civilization of Latin America (4 s.h.)

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SPAN 3320

Civilizations of Spain and Latin
America (4 s.h.)

Choose from the following courses 4 s.h.

SPAN 4200

Spanish Literature: Medieval and
Golden Age (4 s.h.)

SPAN 4210

Spanish Literature: 17th and 18th
Centuries (4 s.h.)

SPAN 4220

Spanish Literature: 19th Century (4 s.h.)

SPAN 4230

Spanish Literature: 20th Century (4 s.h.)

SPAN 4240

Latin American Literature I (4 s.h.)

SPAN 4250

Latin American Literature II (4 s.h.)

SPAN 4260

Latin American Literature III (4 s.h.)

SPAN Electives at 3000 or 4000 level..... 8 s.h.

Spanish Immersion Experience..... 8 s.h.

SPAN 4990

Comprehensive Assessment 0 s.h.

Summary of Total Credits

General Education..... 42 s.h.

Total Major Requirements..... 36 s.h.

Electives 46 s.h.

Minimum to Earn BA 124 s.h.

Grades 6-12 Education Track

The B.A. in Spanish (with Licensure for Grades 6-12) is available as a track of the Spanish major and must be paired with a Secondary Education minor.

More information regarding minor and licensure options can be found within the *Secondary Education Minor* section of the catalog. Licensed teachers in secondary education are in great demand in all fifty states, and foreign languages are considered a critical need area in K-12 public education by all states.

Declaration of the Education minor and early and frequent advisement is essential to timely completion of degree and licensure requirements. Students seeking teacher licensure will be assigned a secondary education advisor in the Department of Teacher Education, in addition to their major advisor. See the *Admission to the Teacher Education Program* policy in this catalog or contact the Certification Advisor in the School of Education for eligibility criteria, admissions procedures, and timelines.

An immersion experience in a Spanish-only environment is required and must be pre-approved by King University Center for Study Abroad.

EDUC 3360

Introduction to Linguistics..... 2 s.h.

Summary of Total Credits

General Education 42 s.h.

Total Major Requirements 38 s.h.

Common Requirements..... 36 s.h.

Track Requirements 2 s.h.

Secondary Educ. Minor Requirements..... 32-56 s.h.

Note: Required semester hours for minor will vary depending on licensure option.

General Electives..... 12 s.h.

Minimum to Earn BA 124-136 s.h.

SPANISH MINOR

SPAN 3010

Advanced Spanish Skills I..... 4 s.h.

SPAN 3020

Advanced Spanish Skills II 4 s.h.

SPAN

Electives at 3000 or 4000 level..... 8 s.h.

Total 16 s.h.

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SPANISH FOR HEALTHCARE

PROFESSIONALS MINOR

Successful completion of *SPAN 1000: Introductory Spanish* (or equivalent) is a prerequisite to enrolling in upper-level Spanish courses.

SPAN 2210	
Spanish for Healthcare Professionals I.....	4 s.h.
SPAN 3210	
Spanish for Healthcare Professionals II	4 s.h.
SPAN 3330	
Cultural Awareness	4 s.h.
Choose from the following courses	4 s.h.
NURS 4020*	
Community/Public Health Nursing (4 s.h.)	
NURS 4330*	
Community and Population Health (4 s.h.)	
SPAN 3800	
Internship/Cooperative Education (4 s.h.)	

*Option available to Nursing majors only.

Total..... 16 s.h.

SPANISH FOR HEALTHCARE

PROFESSIONALS CERTIFICATE

Successful completion of *SPAN 1000: Introductory Spanish* (or equivalent) is a prerequisite to enrolling in upper-level Spanish courses.

SPAN 2210	
Spanish for Healthcare Professionals I.....	4 s.h.
SPAN 3210	
Spanish for Healthcare Professionals II	4 s.h.
SPAN 3330	
Cultural Awareness	4 s.h.
SPAN 3800	
Internship/Cooperative Education	4 s.h.

Total..... 16 s.h.

SPECIAL EDUCATION INTERVENTIONIST

K-8 POST-BACCALAUREATE PROGRAM

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. BAKER

Special Education Interventionist K-8 may serve as additional endorsement for a licensed K-5, K-6, or K-8 teacher through the post-baccalaureate program. After completing all course work, students must pass the Praxis II exam, 5543, Special Education: Core Knowledge and Mild to Moderate Applications before they complete the practicum, SPED 4700.

For further information regarding the Special Education Post-Baccalaureate Program, contact Dr. Angie Baker, Assistant Professor in the School of Education.

Grade Requirements

Grade requirements for all teacher education programs can be found under Teacher Education in this catalog.

Program Requirements

SPED 2100	
Survey of Exceptional Children	4 s.h.
SPED 3100	
Psychology & Learning Characteristics of Persons with Mild Exceptionalities.....	3 s.h.
SPED 3200	
Assessment & Development of the IEP	3 s.h.
SPED 3300	
Effective Instruction for Persons with High Incidence Exceptionalities	3 s.h.
SPED 4100	
Psychology & Characteristics of Learners with Moderate & Severe Exceptionalities.....	3 s.h.
SPED 4200	
Social and Emotional Exceptionalities.....	3 s.h.
SPED 4300	
Transition of Exceptional Persons to Independent Learning & Life	3 s.h.
SPED 4700	
Practicum in K-8 Special Education.....	<u>2 s.h.</u>

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Total..... 24 s.h.

SPORT MANAGEMENT, BS

TRADITIONAL

PROGRAM COORDINATOR: R. ROSE

Sports are a big business in the United States. Sport Management involves working in the business side of the sports industry. The Sport Management major features an interdisciplinary curriculum designed to both challenge and enhance the student's educational experience. A strong core of general business and sport management-specific courses are complimented by related and relevant studies in psychology, ethics, law, communication, and social media.

The Sport Management curriculum is modeled after requirements of Commission on Sport Management Accreditation (COSMA) accreditation principles. The major in Sport Management prepares students for entry-level positions within a variety of sport and recreation settings. The focus of this program is to prepare and enable students to apply critical thinking and techniques to solve real problems related to amateur, collegiate, and professional sports organizations. Sports and athletes have a well-documented impact on culture and on all dimensions of the human condition.

There is compelling and convincing evidence of the positive cultural benefits on both health and pro-social behavior. Sport increases social connectedness and our sense of belonging. Sports remind us of God's many gifts such as grace, beauty, and strength to His children. These characteristics provide sports an ideal opportunity for students prepared in Christian academic community to minister to those in need and to make a positive cultural difference in their communities and in the world.

A successful Sport Management student will

demonstrate basic knowledge and understanding of fundamental principles requisite for professional success in the sport management profession, communicate professionally, and effectively select and engage technologies appropriate for use in the sport industry.

General Education Recommendations

It will be to the advantage of Sport Management majors to take the following courses to fulfill some of the General Education requirements:

- MATH 1560 Introduction to Statistics (Quantitative Literacy Category)
- ECON 2000 Introduction to Economic Principles (Citizenship Category)

For additional course options and descriptions, please see the *General Education* section of the catalog.

Major Requirements

BUSA 2301	
Financial Accounting	4 s.h.
DMAD 1500	
Introduction to Web Presence and Social Media Strategy	4 s.h.
EXSC 2940	
Psychology of Coaching.....	2 s.h.
SPMT 2100	
Introduction to Sport Management	4 s.h.
SPMT 2120	
Sport Marketing	4 s.h.
SPMT 2130	
Sport Facilities and Event Management	4 s.h.
SPMT 2200	
Leadership in Sport.....	2 s.h.
SPMT 2300	
Esports Business Management	2 s.h.
SPMT 2400	
Introduction to Sport Law	2 s.h.
SPMT 2510	
Fundraising for Sport Organizations	2 s.h.
SPMT 2600	
Social Media and Sports.....	2 s.h.
SPMT 3220	
Sport Communication	2 s.h.

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SPMT 3300	
Diversity, Equity, and Inclusion in Sport	2 s.h.
SPMT 3565	
Advanced Sport Law and Ethics.....	4 s.h.
SPMT 3580	
Sport Finance	2 s.h.
SPMT 3600	
International Sport Management.....	4 s.h.
SPMT 3700	
Strategic Planning within Sport.....	4 s.h.
SPMT 3800	
Internship/Cooperative Education	4 s.h.
SPMT 4990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

General Education.....	42 s.h.
Major Program Requirements.....	54 s.h.
Electives	28 s.h.
Minimum to Earn BS	124 s.h.

SPORT MANAGEMENT MINOR

SPMT 2100	
Introduction to Sport Management.....	4 s.h.
SPMT 2120	
Sport Marketing.....	4 s.h.
SPMT 2130	
Sport Facilities and Event Management.....	4 s.h.
SPMT 2400	
Introduction to Sport Law.....	2 s.h.
SPMT 3580	
Sport Finance	2 s.h.
SPMT 3700	
Strategic Planning within Sport.....	4 s.h.
Total.....	20 s.h.

TEACHER EDUCATION

ADULT AND GRADUATE STUDIES AND TRADITIONAL

PROGRAM COORDINATOR: D. ARNOLD

The mission of Teacher Education is to prepare highly qualified, entry-level professional educators who model

Christian faith and service, academic and technical competence, and appreciation of diverse abilities and cultures in school, in community, and other professional settings.

Conceptual Framework

Faculty members in the School of Education find that constructivism, reflective practice, and critical perspective merge to inform the conceptual framework. We find value in constructivism because we believe that students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, the teacher is a facilitator, not the dispenser of knowledge.

We find value in the reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments so that future practice can be improved.

We find value in employing a critical perspective. We believe that teachers can only serve as advocates for students if they have been exposed to the social and political facets of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

Teacher Education Program – Educator Preparation Programs

The programs offered by the School of Education are designed to prepare qualified candidates for careers in the teaching profession. Programs for specific areas of licensure have been approved by the Tennessee State Board of Education. All students interested in pursuing teacher licensure must apply for admission into the Teacher Education Program. Tennessee licensure is not guaranteed by admission to the program. Licensure in

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Virginia or other states may require additional academic work or testing.

Programs of study are subject to change in response to revisions of state and federal teacher licensure and program approval guidelines. Tennessee licensure requirements in effect at the time of submission of the application for a teaching license must be satisfied. Current state licensure requirements must be met regardless of date of admission into the Teacher Education Program.

The following undergraduate academic majors, when accompanied by a minor in Secondary Education, can lead to Tennessee licensure in grades 6-12: Biology, Chemistry, English, History, Mathematics, Physics, and Spanish. The following academic majors, when accompanied by a minor in K-12 Education, can lead to Tennessee licensure in grades K-12: Music Education General/ Vocal, Music Education Instrumental, and Exercise Science (Physical Education K-12).

Post baccalaureate initial licensure and additional endorsement programs are available in all the above licensure areas. An endorsement in English as a Second Language (ESL), PreK-12, may be added to any other license by completing a 12-credit hour program of study, submission of applicable passing Praxis II scores, and a supervised practicum. King University also offers a MEd in Curriculum and Instruction for students seeking initial licensure.

Professional Dispositions

The following nine values and commitments are embodied in our program. They summarize the professional dispositions we expect our candidates to demonstrate:

1. Integrity. We envision teaching as a profession where practitioners demonstrate integrity. We define integrity as the adherence to a moral code that includes a positive attitude,

dependability, honesty, and respect for others.

2. Responsibility. We envision teaching as a profession where practitioners demonstrate responsibility. We define responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.
3. Self-efficacy. We envision teaching as a profession where practitioners exhibit the quality of self-efficacy. We define self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.
4. Open-mindedness. We envision teaching as a profession where practitioners demonstrate open-mindedness. We define open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.
5. Reflexivity. We envision teaching as a profession where practitioners employ reflexivity. We define reflexivity as the willingness and capacity to reflect upon one's practice for the purpose of improvement.
6. Collaboration. We envision teaching as a profession where practitioners value collaboration. We define collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.
7. Flexibility. We envision teaching as a profession where practitioners demonstrate flexibility. We define flexibility as adaptability.
8. Caring. We envision teaching as a profession where practitioners demonstrate caring. We define caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.
9. Social Justice. We envision teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of injustices and obstacles that affect all people, and the desire to

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lessen the effects to provide equitable opportunities for all students to learn and develop.

Professional Portfolio

Teacher candidates in undergraduate teacher education programs will develop, complete, and submit electronic program portfolios based upon *InTASC Model Core Teaching Standards* and the School of Education Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

Admissions Process for Undergraduate Teacher Education Programs

The admissions process for the undergraduate Teacher Education Program should be completed by the end of the sophomore year, in conjunction with completion of EDUC 2030/2031 Introduction to Teaching and the field experience Transfer students may take EDUC 2800 Fundamentals of Pedagogy which also contains field experience. Applications for admission are submitted during the EDUC 2030 or EDUC 2800. Completed applications, with all required attachments, are reviewed once each semester. To be eligible for formal admission, the applicant must:

1. Enroll in and successfully complete EDUC 2030/2031 or EDUC 2800.
2. Complete and submit a declaration of major/minor.
3. Provide recommendations from three individuals (e.g. professors, employers).
4. Submit a preliminary program portfolio documenting emerging teacher candidate competencies.
5. Achieve a minimum passing score on an expository writing exercise.
6. Submit a professional resume.
7. Complete a state-required background check through King Security.

8. Achieve Tennessee minimum scores on the Praxis Core Academic Skills for Educators tests: Reading, Writing, and Mathematics. Applicants with state mandated ACT composite scores or SAT math/verbal scores are exempt.
9. Attain a King cumulative GPA of at least 3.0, with no grade below C - in the major including required General Education courses for the major, and no grade below C in the minor. Post-baccalaureate students must complete all coursework with no grade below C.
10. Complete and submit the application for Admission into the Teacher Education Program.
11. Complete a successful interview with the Teacher Education Committee (TEC).

Once a student has been admitted to the Teacher Education program, they must continue to meet and maintain eligibility requirements (e.g., GPA, Electronic Portfolio, Background Check). Enrollment in professional education courses (numbered EDUC 3000 and higher) is contingent upon admission to and continued good standing in the Teacher Education Program. When a change in status occurs, causing a deficiency in one or more of the teacher education eligibility requirements, a student may prepare a written appeal which describes a timeline and plan to remediate the deficiency(s) and submit this appeal to the Teacher Education Committee for approval.

Students who withdraw or separate from King also withdraw from the Teacher Education Program. Readmission is considered on an individual basis, and students seeking readmission must follow requirements outlined in the current academic catalog. See the Program Coordinator for Teacher Education for additional information.

NOTE: *Candidates who fail to pass any required subtest(s) of the Praxis Core Academic Skills for Educators may retake such subtests as often as*

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such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time.

Approval for Professional Clinical Experience

Students pursuing initial teacher licensure in the undergraduate program will complete a professional clinical experience. During the clinical experience (student teaching or practicum), teacher candidates follow the calendar of the partner public school rather than the King academic calendar. Candidates will spend a **full semester** (minimum of 15 weeks) in relevant full-day teaching experiences. The student teaching semester will begin when teachers report for duty in the assigned school and will end one day after the last scheduled King final examination day in December or May. At the graduate level, embedded candidates will spend two full semesters as a university-supervised teacher of record.

The goal for each teacher candidate will be to participate in as much full-time experience as is possible during this time frame. Contingencies such as weather, emergencies, and illness may require that the mandatory scheduled clinical experience days be completed after graduation for successful completion of the licensure requirements. All missed days must be made up under the direction of the Program Coordinator for Teacher Education. **Outside employment during clinical experience is strongly discouraged; prior written permission is required from the Program Coordinator of Teacher Education.** Simultaneous enrollment in course work other than the corequisite Senior Capstone Seminar is prohibited.

Completed applications with all required attachments are reviewed once each semester. The Program Coordinator of Teacher Education must approve applications for professional clinical experience before candidate placements can be requested. To be eligible for clinical experience, the candidate must:

1. Submit a completed electronic and/or print application for approval for clinical experience (with attachments).
2. Provide evidence of CPR and First Aid certification and proof of teacher liability insurance (documented to be in force through the entire clinical experience).
3. Complete all coursework with no grade below C- in the major including required General Education courses for the major, and no grade below C in the minor. Post-baccalaureate students must complete all coursework with no grade below C.
4. Attain a King cumulative GPA of at least 3.0.
5. Attain passing scores on required Praxis II subject assessments and specialty area examinations for each endorsement.

Summative Assessment and Program Completion for Students Seeking Initial Licensure in the Undergraduate Program

All students seeking initial licensure must complete all Praxis II exams prior to the professional and clinical experience. Successful completion of the clinical experience, successful completion and presentation of a performance-based program portfolio, successful completion of the EDTPA assessment, and formal application for Tennessee licensure are also required for successful completion of the Capstone Seminar. Successfully completing teacher education program requirements at King University leads to a teaching license in Tennessee. To be licensed in another state may require additional requirements that vary by state.

If a candidate earns a grade below C in clinical experience, invalidating recommendation for licensure, the student may re-apply for clinical experience with the permission of the Program Coordinator of Teacher Education and the approval of the Teacher Education Committee. Partnering school systems reserve the right to request removal of teacher candidates from clinical experience when the candidate's performance negatively affects the learning experience of the students in the assigned placement. In this event, the

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teacher candidate may reapply for student teaching following the established guidelines.

THEATRE, BA

TRADITIONAL

PROGRAM COORDINATOR: C. SLAUGHTER

The mission of the theatre program is to develop creative abilities and an understanding of the human experience through engaging in the transformative process of theatre. Our vision is to thrive as a pre-professional comprehensive theatre training program that engages our students and community members in theatrical art that encourages reflection, action, and stewardship in our community.

We seek to develop theatre artists who demonstrate competency in multiple areas such as theatre studies, performance, production, and theatre technology; who are sensitive to their personal calling and create theatre that shares this calling with their communities; who engage in reflection and evaluation of the human experience; and who are familiar with the realities of theatre as a business and can function within that reality. We seek to create productions which address questions of the human condition and encourage our students and community members to engage in reflection, action, and stewardship, and which explore a variety of theatrical styles and genres.

The theatre program strongly encourages student participation in national conferences and festivals and prepares students for internships with professional arts organizations. The program frequently hosts guest artists on campus for performances and workshops with students. Theatre students are prepared to pursue careers in performance, directing, design, management, theatre studies, and theatre technology, and to pursue graduate studies in theatre.

Participation in Productions

Participation in theatrical productions is open to all

students, regardless of major, as well as to community members. Auditions and crew assignments are held at the beginning of the fall and spring semesters.

Qualified majors or minors may earn the opportunity to direct, design, present a solo performance, or have an original play produced. Theatre majors and minors are required to participate in multiple areas of theatre production each semester.

Satisfying this requirement is achieved through completing cast assignments, crew assignments, and assigned class work on productions. Theatre majors and minors are required to register for the appropriate Theatre Practicum course for all productions unless they are granted an exemption from the Program Coordinator. Four semester hours (s.h.) of Theatre Practicum are required for the major. Students who are placed on academic probation at the beginning of a semester may not be cast in large roles or hold a major crew position in a production for that semester. Theatre majors and minors should consult the department before appearing in any production outside of the department.

Internship/Capstone Project

All Theatre majors are required to satisfactorily complete either a professional internship for 2 s.h. or a capstone project in a chosen area for 2 s.h. Students must register for either THTR 3800 for internship/cooperative education or THTR 4910 for capstone. Students are expected to research their own internship possibilities, receive approval from the Program Coordinator for the internships, and follow procedures for applying for the internships. Students must also register for their internship through the Career Services Office.

For capstone projects, students must propose the project to the Theatre faculty and receive approval the semester before the project commences. Capstone projects include, but are not limited to, directing a production, designing for a production, writing a play,

Academic Programs—Undergraduate

a solo performance, a major role in a production, a research paper, or dramaturgy for a production.

General Education Requirements

Theatre majors should fulfill the Human Creative Products category of the King General Education by taking the course indicated below. See the *General Education* section of the catalog for additional details.

Human Creative Products

THTR 1110

Acting I: Fundamentals of Acting and

Play Analysis 4 s.h.

Major Requirements

THTR 2012

Theatre History I 4 s.h.

THTR 2220

Introduction to Stagecraft 4 s.h.

THTR 2230

Introduction to Lighting and Sound..... 4 s.h.

THTR 2400

Theatre Management..... 4 s.h.

THTR 3012

Theatre History II..... 4 s.h.

THTR 3400

Directing I..... 4 s.h.

Choose from the following courses 4 s.h.

THTR 1010

Theatre Practicum: Acting I (2 s.h.)

THTR 1011

Theatre Practicum: Acting II (2 s.h.)

THTR 1020

Theatre Practicum: Technical I (2 s.h.)

THTR 1021

Theatre Practicum: Technical II (2 s.h.)

Choose from the following courses 2 s.h.

THTR 3800

Internship/Cooperative Education (2 s.h.)

THTR 4910

Theatre Capstone Project (2 s.h.)

THTR

Electives 16 s.h.

THTR 4990

Comprehensive Assessment 0 s.h.

Summary of Total Credits

General Education 42 s.h.

Major Requirements..... 46 s.h.

Electives..... 36 s.h.

Minimum to Earn BA 124 s.h.

THEATRE MINOR

For a minor in Theatre, the student elects a minimum of 18 hours of course work with no more than four (4) hours of Theatre Practicum courses counting toward the minor.

Total 18 s.h.

Academic Programs—Graduate

SCHOOL OF BUSINESS, ECONOMICS, AND TECHNOLOGY

MASTER OF BUSINESS ADMINISTRATION, PMBA

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: X. POLK

The primary goal of the Master of Business Administration for Professionals program at King is to prepare students to be effective strategic leaders and managers. The goal is to assist students to directly integrate management research, theoretical constructs, skills, abilities, and ethical practices within their own contemporary professional situations. The primary emphasis of the PMBA program at King is directed towards *managing for quality results*. The PMBA curriculum adopts and implements three creative components: a team-based learning model, a fully integrated curriculum, and a transformational learning experience for personal and professional skill development.

The MBA for Professionals program at King serves adults who have completed their bachelor's degree and who normally possess at least two full years of significant work experience. This enables the student to bring real world examples to the classroom and learn from other working professionals as well.

The PMBA program furthers the mission of King University to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. We prepare our students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Required Hours

The PMBA program is a 30-hour program. Students take one course at a time for five weeks with the exception of one semester where a student will also take a 15-week course. The program is approximately 12 months in duration.

Graduate Management Admission Test (GMAT)

The PMBA Program at King does not require the GMAT.

PMBA Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Transfer Credit

Up to six graduate credits with a grade of B or higher from regionally accredited colleges or universities may be accepted in transfer toward meeting the requirements of the program.

Graduate Student Academic Load

The MBA for Professionals Program is three 15-week semesters. Students will be enrolled in at least nine semester hours of courses each semester. The first semester will start one of three times per year—January, May, and August. The other semesters will follow immediately; there is no summer vacation. However, there are short breaks for major holidays as noted in the Academic Calendar.

Graduate students need to openly discuss this program and its demands with both their families and their employers. This is an intensive 12-month program with many demands and requirements. Periodic breaks are purposely built in to allow time for reflection and rejuvenation; however, graduate students will need the support and encouragement of family and employers.

Academic Programs—Graduate

Academic Policies

All graduate students are subject to the Academic

Policies of King University.

Repeat Coursework

Students pursuing the Professional MBA program are restricted to receiving no more than two grades below C+. Any course in which a grade of C- or below is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade of C or above.

Technology Requirements

Students in the PMBA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

PMBA for Professionals Program Requirements

To earn a Master of Business Administration (MBA) degree, each graduate student must:

1. Satisfy all prerequisites.
 - a. All PMBA students must complete approved undergraduate courses in the following areas:
 - i. Financial Accounting
 - ii. Statistics
 - iii. Economics
 - iv. Finance
 - b. Typically, students with an undergraduate degree from an accredited institution with a degree in Business Administration and Economics will meet these requirements.

- c. Students who do not meet the above course requirements will be enrolled in Business Principles seminars as a necessary part of the PMBA curriculum that must be completed prior to the start of the corresponding course in the PMBA program.

2. Complete 30 semester hours of graduate-level coursework. PMBA students may transfer up to 6 s.h. with King approval.
3. Pass the Peregrine Comprehensive Examination (BUSA 5990, 0 s.h.) during the last semester of coursework.
4. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two grades below a C+. Additionally, any course in which a grade of C- or below is earned must be retaken.
5. Pay all fees and tuition charges.

Concentrations

Students will choose one of two concentrations: Healthcare Administration or Management. The University reserves the right to cancel or discontinue any concentration because of low enrollment or for other reasons deemed necessary.

Major Requirements

BUSA 5030	
Quantitative and Research Methods	3 s.h.
BUSA 5040	
Economics of Organizational	
Architecture and Strategy	3 s.h.
BUSA 5050	
Marketing.....	3 s.h.
BUSA 5061	
Accounting for Managerial	
Decision-Making.....	3 s.h.
BUSA 5062	
Strategic Financial Management.....	3 s.h.
BUSA 5069	
Business Law.....	3 s.h.

Academic Programs—Graduate

BUSA 5090	
Strategic Management	3 s.h.
BUSA 5990	
Comprehensive Assessment.....	0 s.h.
Concentration	<u>9</u> s.h.
Total.....	30 s.h.

Healthcare Administration Concentration

HCAD 5410	
Healthcare Systems.....	3 s.h.
HCAD 5420	
Legal and Ethical Issues in Healthcare	3 s.h.
HCAD 5430	
Managed Healthcare	<u>3</u> s.h.
Total.....	9 s.h.

Management Concentration

BUSA 5020	
Managing for Organizational Effectiveness	3 s.h.
BUSA 5200	
Building Competitive Advantage – Human Resource Development	3 s.h.
BUSA 5201	
Operations Management.....	<u>3</u> s.h.
Total.....	9 s.h.

Summary of Total Credits

Major Requirements	21 s.h.
Concentration Requirements	<u>9 s.h.</u>
Minimum to Earn MBA.....	30 s.h.

MASTER OF BUSINESS ADMINISTRATION, TMBA

TRADITIONAL

PROGRAM COORDINATOR: S. OLENICH

The primary goal of the traditional MBA program is to prepare students to be effective strategic leaders and managers. The program provides a solid foundation in

core business areas such as accounting, finance, economics, statistics, marketing, and strategy. To develop further knowledge, students also select a three-course concentration in a chosen field that is fulfilled through online learning. Students may also participate in a variety of experiential opportunities. Finally, the program is supported by King University's Career Service to assist with internship placement, networking, and the full-time job search.

The TMBA program furthers the mission of King University to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world. We prepare our students to excel in business in a principled manner while recognizing personal and professional responsibilities.

Required Hours

The traditional MBA program at King is a 33-hour, full-time, 12-month program that includes 33 semester hours of graduate-level coursework and an optional two-hour internship. The traditional MBA program requires a student's full-time commitment to academics and teamwork.

Graduate Management Admission Test (GMAT)

The MBA Program at King does not require GMAT scores.

TMBA Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Transfer Credit

Up to six graduate credits with a grade of B or higher from regionally accredited colleges or universities may be accepted in transfer toward meeting the elective requirements of the program.

Academic Programs—Graduate

Graduate Student Academic Load

Classes meet on Tuesday and Thursday during the Fall and Spring semesters. Wednesday morning is dedicated to mandatory events such as community service, team building activities, special projects, career workshops, guest speakers, and corporate visits. Otherwise, Wednesday morning is used for team meetings. Students will take 12 semester hours during the Fall and Spring, and 9 semester hours during the Summer semester. The optional two semester hours of internship may be completed in the Fall, Spring, or Summer semesters.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Repeat Coursework

Students pursuing the Traditional MBA program are restricted to receiving no more than two grades below C+. Any course in which a grade of C- or below is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade of C or above.

Technology Requirements

Students in the TMBA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

Traditional MBA Program Requirements

To earn a traditional Master of Business Administration (MBA) degree, each graduate student must:

1. Complete 33 semester hours of graduate-level coursework.
2. Pass the Peregrine Comprehensive Examination (BUSA 5990, 0 s.h.).
3. Have a cumulative grade point average of 3.0 (4.0 scale) or above and receive no more than two grades below a C+. Additionally, any course in which a grade of C- or below is earned must be retaken.
4. Attend scheduled classes, individual corporate practicum, business development and experience events and trips, and team-building activities.
5. Pay all fees and tuition charges.

Concentrations

Students will choose one of two concentrations:

Healthcare Administration or Management.

Concentrations require three classes to complete and are taken during the Summer term. Concentration courses are provided online and are delivered in a five-week format. The University reserves the right to cancel or discontinue any concentration because of low enrollment or for other reasons deemed necessary.

Business Internship

Students may complete an optional two-hour internship during the Fall, Spring, or Summer semester. Monday, Wednesday, and Friday afternoons are available for students to complete this business internship experience. King University Career Services works closely with businesses in the area to provide unique internship opportunities to interested students.

Business Development and Networking Experience

Required business trips are organized during the school year so that students may participate in networking events, Chamber of Commerce Breakfast meetings, conferences, and corporate visits. Tuition will cover transportation, lodging, and a limited number of meals for business trips outside of the local region.

Academic Programs—Graduate

Major Requirements

BUSA 5010	
Leadership	3 s.h.
BUSA 5030	
Quantitative and Research Methods.....	3 s.h.
BUSA 5040	
Economics of Organizational	
Architecture and Strategy.....	3 s.h.
BUSA 5050	
Marketing	3 s.h.
BUSA 5061	
Accounting for Managerial	
Decision-Making	3 s.h.
BUSA 5062	
Strategic Financial Management	3 s.h.
BUSA 5069	
Business Law	3 s.h.
BUSA 5090	
Strategic Management	3 s.h.
BUSA 5600	
Business Development and	
Networking Experience I.....	0 s.h.
BUSA 5601	
Business Development and	
Networking Experience II	0 s.h.
BUSA 5990	
Comprehensive Assessment.....	0 s.h.
Concentration.....	<u>9</u> s.h.
Total.....	33 s.h.

Healthcare Administration Concentration

HCAD 5410	
Healthcare Systems.....	3 s.h.
HCAD 5420	
Legal and Ethical Issues in Healthcare	3 s.h.
HCAD 5430	
Managed Healthcare	<u>3</u> s.h.
Total.....	9 s.h.

Management Concentration

BUSA 5020	
Managing for Organizational	
Effectiveness.....	3 s.h.
BUSA 5200	
Building Competitive Advantage:	
Human Resource Development.....	3 s.h.
BUSA 5201	
Operations Management	<u>3</u> s.h.
Total	9 s.h.

Summary of Total Credits

Major Requirements.....	24 s.h.
Concentration Requirements.....	<u>9 s.h.</u>
Minimum to Earn MBA	33 s.h.

SCHOOL OF HEALTH AND PROFESSIONAL SCIENCES

MASTER OF HEALTHCARE

ADMINISTRATION, MHA

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: T. HALE

The mission of King University's Master of Healthcare Administration is to prepare high-performing healthcare leaders who possess the knowledge and skills necessary to successfully navigate the complex and ever-changing healthcare industry as members of upper-level management. In addition to respect for patient and colleague diversity, graduates of this program will demonstrate integrity, compassion, ambition, and generosity.

Goals of King MHA Program

1. Prepares graduates to effectively communicate within healthcare organizations to develop collaborative and professional relationships with all stakeholders.

Academic Programs—Graduate

2. Instill essential ethical behavior in its graduates so they may perform in a complex, highly regulated healthcare environment.
3. Ensure that students explore health care issues, trends, and perspectives that impact diverse populations to decrease healthcare disparities created by inequality.
4. Equip graduates with the necessary management and leadership skills to effectively lead a diverse workforce and develop productive teams required of successful healthcare organizations.
5. Provide course work that includes business, financial, and quality improvement principles empowering graduates to produce outcomes characteristic of high-performing healthcare organizations.

Required Hours

The MHA degree consists of 30 semester hours. Students take 2 courses at a time. This program is offered entirely online and can be completed in 12 months.

Graduate Management Admission Test (GMAT)

The MHA Program at King does not require the GMAT.

MHA Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Transfer Credit

Up to six graduate credits with a grade of B or higher from regionally accredited colleges or universities may be accepted in transfer toward meeting the requirements of the program.

Graduate Student Academic Load

The MHA program consists of three semesters with a total of 30 semester hours. Students will be enrolled in at least nine semester hours of courses each semester.

The first semester will start one of three times per year – January, May, and August. The other two semesters will follow immediately, including summer semester. The MHA program takes a total of 12 months to complete. There are short breaks for major holidays and periodic breaks are purposely built in to allow time for reflection and rejuvenation; however, graduate students will need the support and encouragement of family and employers.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Repeat Coursework

Students pursuing the MHA degree are restricted to receiving no more than two grades below C+. Any course in which a grade of C- or below is earned must be retaken. Students are permitted to repeat a course twice (for a total of three attempts). Students will be dismissed from the program after three failed attempts to earn a grade of C or above.

Technology Requirements

Students in the MHA program are required to supply their own laptop computer (PC or Mac), with fully functional Microsoft Office 2016 or newer, wireless capability, and webcam. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

MHA Program Requirements

HCAD 5000	
Strategic Planning and Change Management for Healthcare Organizations.....	3 s.h.
HCAD 5100	
Human Resource Management in Healthcare	3 s.h.
HCAD 5200	
Healthy Communities	3 s.h.

Academic Programs—Graduate

HCAD 5300	
Information Systems and Data Analysis	3 s.h.
HCAD 5410	
Healthcare System	3 s.h.
HCAD 5420	
Legal and Ethical Issues in Healthcare	3 s.h.
HCAD 5430	
Managed Healthcare	3 s.h.
HCAD 5500	
High-Performing Leadership Traits and Professional Responsibility	3 s.h.
HCAD 5600	
Accounting and Financial Performance in Healthcare	3 s.h.
HCAD 5700	
Applying Continuous Quality Improvement in Healthcare	3 s.h.
HCAD 5990	
Comprehensive Assessment	0 s.h.

Summary of Total Credits

Major Requirements 30 s.h.

Minimum to Earn MSH..... 30 s.h.

MASTER OF SOCIAL WORK, MSW

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: C. ROSENBOHM

King MSW Mission Statement

The mission of King University's Master of Social Work program is to prepare thoughtful, resourceful, and responsible advanced-level social work practitioners for far-reaching service and leadership. This mission is achieved through a commitment to the values and ethics of the Social Work profession, and a focus on service and justice for vulnerable and oppressed populations in the context of a Christian academic community.

Goals of King MSW Program

The MSW program goals flow directly from its mission. The program:

1. Prepares students for generalist and advanced-level social work practice.

2. Develops graduates for far-reaching service and leadership who are thoughtful, responsible, and resourceful.
3. Integrates social work knowledge, values, and skills in a holistic curriculum within the context of a Christian academic community.
4. Promotes service and justice for vulnerable and oppressed populations.
5. Instills an attitude of curiosity and critical inquiry for life-long learning.

Program Description

King University's Master of Social Work (MSW) program builds upon the strong foundations of its long-standing and highly successful, Council on Social Work Education (CSWE)-accredited Bachelor of Social Work (BSW) program.

King University encourages our community of learners – students, faculty, and staff – to think deeply about both western and non-western cultures and to appreciate their values, to join with people from diverse backgrounds in the pursuit of worthwhile goals, to be challenged by suffering and injustice, to understand those who hold different worldviews, and to learn how to participate effectively in the larger civil society.

The primary objective of the MSW program is to prepare students for clinical social work practice. The MSW program prepares students to assist individuals, families and communities, and to advance social change to improve the well-being of vulnerable populations.

The generalist curriculum provides social work knowledge, values and skills in a generalist practice model. The generalist curriculum prepares students to engage, assess, intervene with and evaluate individuals, families, groups, organizations and communities and is distinguished by its use of Motivational Interviewing perspectives and techniques.

The Clinical Advocacy Specialization is designed to

Academic Programs—Graduate

prepare social workers for agency-based interpersonal practice in underserved areas on behalf of people with relatively few helping resources available to them. Clinical Advocacy embraces both the provision of existing support to individuals as well as efforts to extend and improve the resources upon which people will draw in the future.

The Advanced Standing option allows candidates with an undergraduate social work degree from a CSWE-accredited program who meets admission requirements to complete a MSW in a shorter amount of time.

Students Interested in Licensure

Licensing of social work practitioners is under the authority of a designated office in each individual state. All 50 states and the District of Columbia require that a social worker sitting for a licensing exam be a graduate of a Council on Social Work Education (CSWE)-accredited program or a program in candidacy. While the CSWE establishes and maintains national standards for all social work programs, each state reserves the right to establish their own standards for licensure to practice within their state borders. Students should verify, before enrolling, whether the program meets licensure requirements in their location by contacting the relevant state licensure office or professional agency to confirm requirements. A list of the social work regulatory boards for each state is available on the Social Work program page of the King University website. More information can be found at <https://www.king.edu/state-authorization-professional-licensure-programs/>.

Accreditation

King University's Master of Social Work program is accredited by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA).

Accreditation of a baccalaureate or master's social work program by the BOA indicates that it meets or exceeds

standards of program quality evaluated through a peer review accreditation process. An accredited program has sufficient resources to meet its mission and goals and the BOA has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards (EPAS).

Accreditation applies to all program options, which includes locations and delivery methods.

Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Practicum Responsibilities for Online Students

- King University operates under NC-SARA guidelines (www.nc-sara.org) for determining physical presence in regards to Supervised Field Experiences for online students (Section 5.3).
- If a student does not intend to sit for the licensing exam then they may participate in a practicum in any state or U.S. Territory except CNMI.*
- If a student intends to sit for the licensing exam and is participating in a practicum as part of the licensing requirements in that state, there may be additional requirements from the agency responsible for licensure. It is the student's responsibility to research and understand any additional requirements that may be in effect.

*Any student participating in a practicum in the Commonwealth of Northern Mariana Islands (CNMI) may need to meet additional requirements set by CNMI and it is the student's responsibility to research and understand any additional requirements that may be in effect.

NASW Code of Ethics

All MSW students must adhere to the NASW Code of Ethics found at www.socialworkers.org/About/Ethics/Code-of-Ethics.

Academic Programs—Graduate

The Code of Ethics is an essential component of each course in the Master of Social Work. MSW students are expected to follow a set of ethical guidelines that inform practice and professional conduct of Social Workers.

The core values of the Social Work profession are:

- 1.) Services
- 2.) Social Justice
- 3.) Dignity and Worth of the Person
- 4.) Importance of Human Relationships
- 5.) Integrity
- 6.) Competence

Additionally, Social Work students should possess compassion, strong interpersonal skills, good listening skills, good organizational and time-management skills, and good problem-solving skills.

Grade Requirements

Applicants are required to have a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale. Students whose cumulative GPA falls below 3.0 may be considered on a conditional basis. Applicants accepted on a conditional basis due to a GPA of less than 3.0 are expected to achieve a GPA of 3.0/4.0 by the end of the student's first semester following acceptance into the program. From admission forward, students are required to maintain a minimum cumulative Social Work GPA of 3.0/4.0 to remain in good standing in the MSW program. Students who fail a course (those who earn a grade below a C) must repeat the course. Students who fail two major courses will not be permitted to progress in the program.

MSW Student Handbook

The MSW program has both academic and nonacademic requirements for retention and progression, which are detailed in the *MSW Student Handbook*.

MSW Admission Requirements

For specific graduate program application packet and

admission requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Transfer Credit Requests

Upon acceptance to the MSW program, a student wishing to transfer courses from other institutions for credit may request that completed master-level course work be considered for transfer. A maximum of six (6) semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for master-level credit and must carry a grade of B or better. Courses considered for transfer credit must be from a CSWE-accredited college or university program. Credit for internship/field/practicum courses and courses graded as pass/fail are not eligible for transfer. College Level Exam Program (CLEP), life experience, and other similar types of Prior Learning Assessment will not be considered for transfer.

To request transfer credit, the student must submit a Petition for Transfer Credit through their student portal. Students must upload a syllabus for each course under review. The petition and syllabi are reviewed by Master of Social Work program faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified so that the transfer credit can be applied accordingly.

The MSW Program does not grant course credit for life experience or previous work experience.

Advanced Standing Students

Students who have earned a BSW degree from a CSWE-accredited institution, preferably within the last five years, and who have demonstrated outstanding scholarship in social work courses and excellence in the field may apply for advanced standing. Special admission procedures and standards apply to advanced standing applicants. (Please refer to the *MSW Student Handbook* for additional details).

Academic Programs—Graduate

Field Practicum

Field practicum provides students with opportunities to practice and integrate social work knowledge, values, and skills learned in the classroom in the field settings under the guidance and instruction of an experienced social work field instructor. Students may select a field placement from affiliated agencies in consultation with the Director of Field Instruction.

Foundational students complete a minimum of 450 cumulative hours for the academic year, whereas Advanced Standing students complete a minimum of 600 cumulative hours for the academic year. (Please consult the *MSW Field Education Manual* for additional details and requirements for field placement).

Technology Requirements

PC with MS Office 2010 or later, Webcam,
Microphone

MSW Foundational Requirements

SOWK 5001	
History and Philosophy of Social Work.....	3 s.h.
SOWK 5002	
Human Behavior in the Social	
Environment I.....	3 s.h.
SOWK 5003	
Human Behavior in the Social	
Environment II	3 s.h.
SOWK 5004	
Practice I	3 s.h.
SOWK 5005	
Practice II.....	3 s.h.
SOWK 5006	
Practice III	3 s.h.
SOWK 5007	
Research	3 s.h.
SOWK 5008	
Foundational Field Education I.....	3 s.h.
SOWK 5009	
Psychopathology and Assessment.....	3 s.h.

SOWK 5010	
Organizational Context of Social Work	
Practice	3 s.h.
SOWK 5011	
Foundational Field Education II.....	3 s.h.
SOWK 5012	
Clinical Advocacy in Underserved Areas	3 s.h.
SOWK 5013	
Clinical Advocacy with Individuals.....	3 s.h.
SOWK 5014	
Trauma and Addiction.....	3 s.h.
SOWK 5015	
Advanced Practice Field I	3 s.h.
SOWK 5016	
Clinical Advocacy with Groups and	
Families.....	3 s.h.
SOWK 5018	
Advanced Practice Field II.....	3 s.h.
SOWK 5020	
Motivational Interviewing	3 s.h.
SOWK 5021	
Christianity and Social Work: Integrating Faith	
And Practice	3 s.h.
Choose from the following courses	3 s.h.
SOWK 5100	
School Social Work (3 s.h.)	
SOWK 5101	
Couples and Family Therapy (3 s.h.)	
SOWK 5990	
Comprehensive Assessment	<u>0 s.h.</u>

Summary of Total Credits

Major Requirements.....	<u>60 s.h.</u>
Minimum to Earn MSW	60 s.h.

MSW Advanced Standing Requirements

SOWK 5009	
Psychopathology and Assessment	3 s.h.
SOWK 5010	
Organizational Context of Social	
Work Practice.....	3 s.h.
SOWK 5012	
Clinical Advocacy in Underserved Areas	3 s.h.
SOWK 5013	
Clinical Advocacy with Individuals.....	3 s.h.

Academic Programs—Graduate

SOWK 5014	
Trauma and Addiction	3 s.h.
SOWK 5015	
Advanced Practice Field I.....	3 s.h.
SOWK 5016	
Clinical Advocacy with Groups and Families.....	3 s.h.
SOWK 5018	
Advanced Practice Field II	3 s.h.
SOWK 5020	
Motivational Interviewing.....	3 s.h.
SOWK 5021	
Christianity and Social Work: Integrating Faith And Practice.....	3 s.h.
<i>Choose from the following courses.....</i>	<i>3 s.h.</i>
SOWK 5100	
School Social Work (3 s.h.)	
SOWK 5101	
Couples and Family Therapy (3 s.h.)	
SOWK 5990	
Comprehensive Assessment.....	0 s.h.
Summary of Total Credits	
Major Requirements.....	<u>33 s.h.</u>
Minimum to Earn MSW	33 s.h.

SCHOOL OF EDUCATION

MASTER OF EDUCATION, MEd

CURRICULUM AND INSTRUCTION

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. BAKER

King University offers a master's-level program in education for students seeking initial licensure. Students seeking initial licensure may apply online for the MEd in Curriculum and Instruction.

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers.

The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12. All MEd applicants must meet with the Program Coordinator of the MEd to discuss licensure options and areas of teaching interest. At this meeting, the applicant and the Program Coordinator will discuss all prior undergraduate and graduate course work to determine if additional content course work beyond the MEd program is required.

Students complete 48 semester hours of course work over 16 months. A full semester of student teaching follows. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all MEd courses and courses taken in the content licensure area. However, only two Cs may be earned in MEd courses throughout the program. MEd courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project.

Students seeking teacher licensure complete a full semester of student teaching after all the MEd coursework, all content coursework, and all Tennessee mandated Praxis II exams are taken and passed. Liability insurance is required for all school-based observations and clinical experience. Applications to student teach are completed in the semester prior to student teaching. The MEd degree will be conferred following successful completion of the professional clinical experience and program completion requirements.

MEd Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Academic Programs—Graduate

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Background Check

A one-time fee is charged to each student enrolled in the MEd to complete a required fingerprinting and background check.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

MEd in Curriculum and Instruction Requirements

Choose from the following courses 10 s.h.

EDUC 4470

Student Teaching, K-Grade 5 (10 s.h.)

EDUC 4490

Student Teaching, Grades 6-12 (10 s.h.)

EDUC 4660

Student Teaching: K-12 (10 s.h.)

EDUC 4950

Capstone Seminar: Grades K-12 2 s.h.

EDUC 5000*

Designing Instruction for Exceptional

Learners 3 s.h.

EDUC 5010

Research Methods in Education..... 3 s.h.

EDUC 5015

Instructional Planning..... 3 s.h.

EDUC 5020

Instructional Design..... 3 s.h.

EDUC 5030

Human Relations in the Classroom..... 3 s.h.

EDUC 5040

Advanced Assessment and Evaluation..... 3 s.h.

EDUC 5060*

Social Foundations of American

Education 3 s.h.

EDUC 5070

Advanced Educational Psychology 3 s.h.

Choose from the following courses 3 s.h.

EDUC 4390

Secondary English Methods and

Materials (3 s.h.)

EDUC 5080

Elementary Methods and Materials (3 s.h.)

EDUC 5085

Secondary Methods and Materials (3 s.h.)

EDUC 5090

Theory and Practice in Literacy and

Reading Instruction..... 3 s.h.

EDUC 5100

Action Research Project..... 3 s.h.

EDUC 5990

Comprehensive Assessment..... 0 s.h.

*Students interested in pursuing the Education Specialist (EdS) in Leadership should take this course at the 6000 level to count toward the EdS program.

Summary of Total Credits

Major Requirements.....45 s.h.

Minimum to Earn MEd 45 s.h.

MASTER OF EDUCATION, MEd

CURRICULUM AND INSTRUCTION FOR JOB-EMBEDDED TEACHING CANDIDATES

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. BAKER

King University offers a master's-level program in education for unlicensed candidates who are hired as the teacher of record in school system. Students

Academic Programs—Graduate

seeking initial licensure may apply online for the MEd in Curriculum and Instruction.

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers.

The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12.

Students will complete 44 semester hours of course work while they are working as a teacher of record. To maintain status in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all MEd courses and courses taken in the content licensure area. However, only two Cs may be earned in MEd courses throughout the program. MEd courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project.

Candidates in an embedded teaching position are granted a 3-year Tennessee Practitioner's License. The MEd degree will be conferred following successful completion of the professional clinical experience, program completion requirements and all state mandated assessments for licensure.

MEd For Job Embedded Candidates Application Packet Requirements

For specific graduate program application packet requirements, please visit *Acceptance Criteria for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

MEd in Curriculum and Instruction Requirements for Job-Embedded Candidates

EDUC 5000*

Designing Instruction for Exceptional Learners..... 3 s.h.

EDUC 5010

Research Methods in Education 3 s.h.

EDUC 5015

Instructional Planning 3 s.h.

EDUC 5020

Instructional Design 3 s.h.

EDUC 5030

Human Relations in the Classroom 3 s.h.

EDUC 5040

Advanced Assessment and Evaluation 3 s.h.

EDUC 5060*

Social Foundations of American Education 3 s.h.

EDUC 5070

Advanced Educational Psychology 3 s.h.

Choose from the following courses 3 s.h.

EDUC 4390

Secondary English Methods and Materials (3 s.h.)

EDUC 5080

Elementary Methods and Materials (3 s.h.)

EDUC 5085

Secondary Methods and Materials (3 s.h.)

EDUC 5090

Theory and Practice in Literacy and Reading Instruction..... 3 s.h.

Academic Programs—Graduate

EDUC 5100	
Action Research Project	3 s.h.
EDUC 5710	
Clinical Teaching Practicum I	6 s.h.
EDUC 5711	
Clinical Teaching Practicum II.....	6 s.h.
EDUC 5950	
Professional Seminar in Education.....	3 s.h.
EDUC 5990	
Comprehensive Assessment	0 s.h.
*Students interested in pursuing the Education Specialist (EdS) in Leadership should take this course at the 6000 level to count toward the EdS program.	

Summary of Total Credits

Major Requirements	48 s.h.
Minimum to Earn MEd.....	48 s.h.

MASTER OF EDUCATION, MEd LEADERSHIP

ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: TBD

King University offers two Master of Education pathways for students who already possess a teaching license: Educational Teacher Leader (EL) and Instructional Leadership Licensed Administrator (IL).

The MEd in Leadership for Educational Teacher Leaders (EL) is for students who want to pursue more advanced practices in the classroom and/or pursue curriculum leadership opportunities at the school or district level, but who do not wish to seek an administrator's license in their state.

The MEd in Leadership for Instructional Leadership Licensed Administrators (IL) is for students who want to pursue work in school administration and who wish to seek an administrator's license in their state. Students in the IL program must pass the School Leaders Licensure Assessment (SLLA) Exam. Students

should verify, before enrolling, whether the program meets licensure requirements in their location by contacting the relevant state licensure office or professional agency to confirm requirements. More information can be found at <https://www.king.edu/state-authorization-professional-licensure-programs/>.

The Master of Education in Leadership assists students in developing specialized knowledge, skills, and dispositions which characterize excellent leaders.

Students complete 30 semester hours of course work over four semesters. IL students will take the SLLA Exam in the final semester. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all MEd courses. However, only two Cs may be earned in MEd courses throughout the program. MEd courses in which Cs are earned may be retaken.

Clinical Experience

Students must complete a 100-hour clinical experience spread across the four semesters. These 100 hours are integrated into required coursework with each experience or activity being carefully selected by the student and faculty member. Both EL and IL candidates will choose activities from a curated list appropriate to their program pathway and career goals. Appropriate activities not on the list can be proposed by the candidate and must have faculty approval before pursuing.

This clinical requirement serves the purpose of introducing candidates to the practical demands of school administration. Opportunities will be provided to select and experience the tasks, attitudes, and skills for effective administration by collaborating closely with a school administrator mentor in the clinical relationship. The objectives of the 100-hour clinical experiences are to provide:

Academic Programs—Graduate

- broad-based administrative and supervisory experiences in off campus settings.
- clinical experiences designed cooperatively by the student, administrator mentor, and college faculty advisor in school, central office, and community settings.
- feedback through documentation of clinical activities including reflections of each experience to assess growth and development for this King University and State of Tennessee requirement.

MEd Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Background Check

A one-time fee is charged to each student enrolled in the MEd to complete a required fingerprinting and background check.

Liability Insurance

Liability insurance is required for all school-based observations and clinical experience.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

MEd in Leadership Requirements

EDUC 5000

Designing Instruction for Exceptional

Learners..... 3 s.h.

EDUC 5010

Research Methods in Education 3 s.h.

EDUC 5060

Social Foundations of American

Education 3 s.h.

EDUC 5100

Action Research Project..... 3 s.h.

EDUC 5220

Leading Change in Educational

Organizations 3 s.h.

EDUC 5240

Legal and Ethical Dimensions in

Education 3 s.h.

EDUC 5260

Curriculum Theory and Instructional

Design..... 3 s.h.

EDUC 5720

School and Community Relations..... 3 s.h.

EDUC 5725

School Finance and Human

Resources 3 s.h.

EDUC 5950

Professional Seminar in Education 3 s.h.

Choose from the following courses 0 s.h.

EDUC 5990 (for EL students)

Comprehensive Assessment (0 s.h.)

EDUC 5995 (for IL students)

Comprehensive Assessment SLLA

Exam (0 s.h.)

Summary of Total Credits

Major Requirements 30 s.h.

Minimum to Earn MEd..... 30 s.h.

EDUCATION SPECIALIST, EDS

LEADERSHIP

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: TBD

King University offers an Education Specialist degree

Academic Programs—Graduate

in Leadership in two pathways: Educational Teacher Leader (EL) and Instructional Leadership Licensed Administrator (IL).

The EdS in Leadership for Educational Teacher Leader (EL) is for students who want to pursue more advanced practices in the classroom and/or pursue curriculum leadership opportunities at the school or district level, but who do not wish to seek an administrator's license in their state.

The EdS in Leadership for Instructional Leadership Licensed Administrators (IL) is for students who want to pursue work in school administration and who wish to seek an administrator's license in their state. Students in the IL program must pass the School Leaders Licensure Assessment (SLLA) Exam. Students should verify, before enrolling, whether the program meets licensure requirements in their location by contacting the relevant state licensure office or professional agency to confirm requirements. More information can be found at <https://www.king.edu/state-authorization-professional-licensure-programs/>.

The Educational Specialist in Leadership assists students in developing specialized knowledge, skills, and dispositions which characterize excellent leaders.

Students complete 30 semester hours of course work over four semesters. IL candidates will take the SLLA Exam in the final semester. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all MEd courses. However, only two Cs may be earned in EdS courses throughout the program. EdS courses in which Cs are earned may be retaken.

Clinical Experience

Students must complete a 100-hour clinical experience spread across the four semesters. These 100 hours are integrated into required coursework with each

experience or activity being carefully selected by the student and faculty member. Both EL and IL candidates will choose activities from a curated list appropriate to their program pathway and career goals. Appropriate activities not on the list can be proposed by the candidate and must have faculty approval before pursuing.

This clinical requirement serves the purpose of introducing candidates to the practical demands of school administration. Opportunities will be provided to select and experience the tasks, attitudes, and skills for effective administration by collaborating closely with a school administrator mentor in the clinical relationship. The objectives of the 100-hour clinical experiences are to provide:

- broad-based administrative and supervisory experiences in off campus settings.
- clinical experiences designed cooperatively by the student, administrator mentor, and college faculty advisor in school, central office, and community settings.
- feedback through documentation of clinical activities including reflections of each experience to assess growth and development for this King University and State of Tennessee requirement.

EdS Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Academic Policies

All graduate students are subject to the Academic Policies of King University.

Background Check

A one-time fee is charged to each student enrolled in the EdS to complete a required fingerprinting and background check.

Academic Programs—Graduate

Liability Insurance

Liability insurance is required for all school-based observations and clinical experience.

Technology Requirements

Laptop computer, with minimum of Microsoft Office 2016 or newer (including Microsoft Access), wireless capability, and webcam required. Microsoft Office 365 is available to all King students to load on the PC or Mac and is accessible at Office.com using their King University credentials. Tablets or other devices without fully functional Microsoft Office 2016 or newer do not satisfy this requirement.

EdS in Leadership Requirements

EDUC 6000*	
Designing Instruction for Exceptional Learners	3 s.h.
EDUC 6010	
Research Methods in Education.....	3 s.h.
EDUC 6060*	
Social Foundations of American Education.....	3 s.h.
EDUC 6100	
Research Project	3 s.h.
EDUC 6220	
Leading Change in Educational Organizations.....	3 s.h.
EDUC 6240	
Legal and Ethical Dimensions in Education.....	3 s.h.
EDUC 6260	
Curriculum Theory and Instructional Design	3 s.h.
EDUC 6720	
School and Community Relations	3 s.h.
EDUC 6725	
School Finance and Human Resources.....	3 s.h.
EDUC 6950	
Professional Seminar in Instructional and School Leadership	3 s.h.

Comprehensive Assessment.....	0 s.h.
EDUC 6990 (for EL students)	
Comprehensive Assessment (0 s.h.)	
EDUC 6995 (for IL students)	
Comprehensive Assessment SLLA (0 s.h.)	

Summary of Total Credits

Major Requirements.....	24-30 s.h.*
Minimum to Earn EDs	24-30 s.h.

*Course will be waived for those who successfully completed this course at the 6000 level while in the Master of Education in Curriculum and Instruction at King University and subsequently had the Master of Education in Curriculum and Instruction degree conferred. Those students will subsequently earn 24-27 hours in the Education Specialist degree program.

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING, MSN

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: S. ADAMS

The Master of Science in Nursing degree (MSN) at King is designed to prepare professional nurses for specialty roles in advanced professional nursing.

Specialty concentrations currently available at King are: Master of Science in Nurse Leadership and Administration (NLA), Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). The coursework for all MSN concentrations is consistent with the American Association of Colleges of Nursing Essentials of Master's Education in Nursing guidelines and are based on educational philosophies, theories and trends, adult learning principles, and curriculum and instructional design theories. The APRN plans of study are consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality

Academic Programs—Graduate

Nurse Practitioner Education and the National Organization of Nurse Practitioner Faculties (NONPF) guidelines to prepare students to meet entry-level competencies for Nurse Practitioner practice, and to write for national certification.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core (required of APRN students)
3. The advanced practice functional area content: clinical and didactic experiences.

Although there are 15 semester hours (s.h.) of *core* courses required of all MSN students, each MSN specialty concentration has different course requirements, clinical/practicum requirements, and curricular variations. To meet the requirements for a desired concentration, students and their advisors will formulate a concentration-specific plan of study. All clinical hours require direct supervision by a clinical preceptor with faculty oversight, approved by the course instructor.

The Master of Science in Nursing curriculum in all concentrations is inclusive of theoretical concepts from sciences and humanities, organizational and leadership theories, quality improvement frameworks, informatics, and advanced-level nursing skills development.

The mission of King University, to prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world, is upheld in the Master of Science in Nursing Program. The program is designed to advance nursing practice in a Christian environment with academic rigor, while preparing professionals who are resourceful, accountable, and with a passion for serving God, community, and society.

MSN Application Packet Criteria

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Mandatory Fees

- **Background Check and Urine Drug Screen**
The clinical agencies utilized by King require all students meet standards relating to criminal background. Students must clear a criminal background check and urine drug screen before admission to the clinical settings utilized by King. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All background checks must be completed through the King Security Department and all urine drug screens must be completed through the clinical documentation management system. Students are responsible for all fees associated for background checks and urine drug screening.
- **Professional Liability Insurance**
King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The cost to the student is charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University. The fees are included in the student fees.
- A full listing of all program fees can be found in the Financial Information>Additional and Part-time fees section of the Catalog.

Academic Programs—Graduate

Comprehensive Competency Assessment (NURS 5990)

All degree candidates are required to demonstrate competency in their major field of study. For the MSN program, graduates must complete a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document and serves as demonstration of the MSN student's mastery of the required competencies. These Essentials are core for all master's programs in nursing, and delineate the outcomes expected of all graduates of master's nursing programs. The final competency portfolio is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing.

Time to Completion/Graduation Standard

Students in the MSN program must complete all degree requirements within six (6) years from time of entry or first enrollment semester as a degree student. No additional time is given to students electing a Leave of Absence.

GPA and Grade Requirements in the MSN Program

All MSN and post-graduate certificate students must maintain a cumulative GPA of 3.0 or better throughout the program of study.

The grade point average will only reflect grades received in course work completed at King University.

If a student's cumulative GPA falls below a 3.0, the student may be placed on Academic Probation for one semester to improve the cumulative GPA to at least 3.0. If, after the semester of Academic Probation, the cumulative GPA is not at least 3.0 the student will be dismissed from the program.

A grade of C+ or lower is a failing grade for master's level clinical/practicum courses. A grade of C or lower is failing for a master's level non-clinical course. A failed course must be repeated; a student is only

allowed to repeat ONE course during the MSN program. Students must pass both the lecture portion and the clinical portion of a clinical course to be pass the course. If a student earns a C+ or lower in the lecture portion of a clinical course, the grade earned will be recorded for the theory portion, and an F will be recorded for the clinical portion, and the student will be required to repeat the entire course (lecture and clinical). If the student earns a failing grade in two courses or in a repeated course, the student will be dismissed from the program.

MASTER OF SCIENCE IN NURSING, MSN ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER CONCENTRATION *MSN-AGACNP*

ADULT AND GRADUATE STUDIES, BLENDED PROGRAM COORDINATOR: S. LOVE

This Master of Science in Nursing program with the concentration of Adult-Gerontology Acute Care Nurse Practitioner is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in care of the adult and geriatric population in the acute care setting. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in acute care settings with a focus on the adult and geriatric population. At completion of the AGACNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

Academic Programs—Graduate

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as an Adult-Gerontology Acute Care Nurse Practitioner. Students will gain experience in various acute care settings in the inpatient environment including emergency and critical care settings.

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice.....	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems	3 s.h.
NURS 5012	
Global Health Awareness	3 s.h.

NURS 5014	
Healthcare Informatics	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.

AGACNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5026	
Practice Management and Advanced Role Development	3 s.h.
NURS 5080	
Care of Adults and Geriatric Populations	6 s.h.
NURS 5081	
Acute Care Diagnosis and Skills	6 s.h.
NURS 5082	
Adult Acute Care	<u>6 s.h.</u>
Total	45 s.h.

Those interested in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the AGACNP Program Coordinator for additional questions or assistance.

MASTER OF SCIENCE IN NURSING, MSN FAMILY NURSE PRACTITIONER CONCENTRATION MSN-FNP

ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: S. LOVE

This Master of Science in Nursing program with the concentration of Family Nurse Practitioner is a five-

Academic Programs—Graduate

semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in primary care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in primary care across the human lifespan. At completion of the FNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as a family nurse practitioner. Students will gain experience in primary care across the lifespan within settings focusing on Pediatrics, Women's Health, and Care of Geriatric and Adult Populations.

These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

The graduate nursing curriculum consists of courses in

three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.

FNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5018	
FNP I: Care of Women and Families	3 s.h.
NURS 5019	
FNP II: Care of Geriatric and Adult Populations	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population.....	3 s.h.
NURS 5024	
FNP IV: Seminar and Intensive Practicum	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development	3 s.h.
Total	45 s.h.

Academic Programs—Graduate

Those interested in the Family Nurse Practitioner (FNP) program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the MSN Program Coordinator for additional questions or assistance.

MASTER OF SCIENCE IN NURSING, MSN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CONCENTRATION

MSN-PMHNP

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. MOORE

This Master of Science in Nursing program with the concentration of Psychiatric Mental Health Nurse Practitioner (PMHNP) is a five-semester course of study that builds on and expands baccalaureate nursing knowledge with preparation for advanced practice roles specializing in primary mental health care. The focus is advanced theoretical knowledge and practice skills needed to function in increasingly complex care settings. Emphasis is placed on evidence-based practice, outcomes management, clinical research, and advanced clinical decision-making.

Graduates are prepared to assume the role of advanced practice nurse in mental healthcare settings treating patients and populations across the human lifespan. At completion of the PMHNP course of study, graduates are eligible to take the national certifying examination and may apply for an advanced practice nurse license as appropriate in their legal state of practice.

Clinical Requirements

A minimum of 600 clinical practicum hours are required for the advanced practice role as a psychiatric mental health nurse practitioner. Students will gain experience in mental health disorders,

psychopharmacology, and psychotherapies across the lifespan within a variety of settings. These clinical experiences are accomplished under the guidance of a faculty member and a community-based faculty approved preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

The graduate nursing curriculum consists of courses in three areas of study:

1. The advanced practice nursing core (required of all students)
2. The advanced practice direct patient care core
3. The advanced practice functional area content: clinical and didactic experiences.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice	3 s.h.
NURS 5001	
Research Designs in Nursing	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems.....	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics	3 s.h.
NURS 5990	
Comprehensive Assessment.....	0 s.h.

PMHNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.

Academic Programs—Graduate

NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5071	
Introduction to Psychotherapies for the Advanced Practice Nurse	1 s.h.
NURS 5072	
Contemporary Approaches to Psychotherapies	1 s.h.
NURS 5073	
Integration and Application of Psychotherapies	1 s.h.
NURS 5075	
Advanced Psychopharmacology	3 s.h.
NURS 5076	
Psychiatric/Behavioral Health Disorders and Diagnosis	3 s.h.
NURS 5078	
Psychiatric Mental Health Seminar and Clinical I.....	6 s.h.
NURS 5079	
Psychiatric Mental Health Seminar and Clinical II	6 s.h.
Total.....	48 s.h.

Those interested in the PMHNP program are advised to review the specific state board of nursing where licensure will be obtained. Those wishing to license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the Program Coordinator for additional questions or assistance.

MASTER OF SCIENCE IN NURSING, MSN NURSE LEADERSHIP AND ADMINISTRATION CONCENTRATION

MSN-NLA

ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: D. FRAYSIER

This concentration focuses on the application of specialized knowledge and skills in nursing leadership and administration, to prepare the graduate to be successful in mid-level and upper-level management positions. It is offered in a part-time format over five semesters, with courses offered in an online format.

Concepts and theories related to financial and economic aspects of health care, health care policy, nursing delivery systems, human resource management, quality improvement, and organizational leadership are applied, with an emphasis on the interpersonal and transformational attributes of the nurse leader. Selected clinical, administrative and research experiences provide students with the opportunity to function as a nurse leader in various positions, including preparation to be a nurse executive.

Clinical Requirements

A minimum of 540 clinical practicum hours are required for the nurse leader administration concentration. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility

Academic Programs—Graduate

and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

MSN Core Requirements

NURS 5000	
Theoretical Basis of Nursing Practice.....	3 s.h.
NURS 5001	
Research Designs in Nursing.....	3 s.h.
NURS 5010	
Social, Cultural, and Political Perspectives on Healthcare and Delivery Systems	3 s.h.
NURS 5012	
Global Health Awareness.....	3 s.h.
NURS 5014	
Healthcare Informatics.....	3 s.h.
NURS 5990	
Comprehensive Assessment	0 s.h.

NLA Concentration Requirements

HCAD 5410	
Healthcare Systems	3 s.h.
HCAD 5420	
Legal and Ethical Issues	3 s.h.
HCAD 5600	
Accounting and Financial Performance in Healthcare	3 s.h.
HCAD 5700	
Applying Continuous Quality Improvement in Healthcare.....	3 s.h.
NURS 5058	
Transformational Leadership Strategies: Practicum.....	3 s.h.
NURS 5059	
Transformational Leadership Strategies: Practicum.....	3 s.h.
NURS 5060	
Transformational Leadership Strategies: Practicum.....	<u>3 s.h.</u>
Total.....	36 s.h.

POST-GRADUATE CERTIFICATES

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

POST-GRADUATE CERTIFICATE ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: S. LOVE

The Post-Graduate Certificate program for the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) will serve students seeking post-graduate preparation in the AGACNP role. Applicants must have completed a MSN from an NLNAC or CCNE accredited program. This program, in addition to the student's previous MSN education, will prepare the student to assume the role of an advanced practice nurse in acute care settings with a focus on the adult and geriatric population.

Applicants to the post-graduate certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Total semester hours will typically range from 21-30, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in advanced practice skills needed to function in increasingly complex care settings, with a focus on the adult and geriatric populations in the acute care setting. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based preceptor. Students are responsible for their own transportation to and from clinical sites.

Academic Programs—Graduate

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses. Upon successful completion of the program, post-graduate certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

Those interested in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) post-graduate certificate are advised to review the specific state board of nursing where licensure will be obtained. Those seeking a license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the Program Coordinator for additional questions or assistance.

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and	
Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5026	
Practice Management and Advanced	
Role Development.....	3 s.h.
NURS 5080	
Care of Adults and Geriatric Populations....	6 s.h.
NURS 5081	
Acute Care Diagnosis and Skills.....	6 s.h.
NURS 5082	
Adult Acute Care Seminar and Immersive	
Practicum.....	6 s.h.

NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	30 s.h.

FAMILY NURSE PRACTITIONER POST-GRADUATE CERTIFICATE ADULT AND GRADUATE STUDIES PROGRAM COORDINATOR: S. LOVE

The Post-Graduate Certificate program for the Family Nurse Practitioner (FNP) will serve students seeking post-graduate preparation in the FNP role. Applicants must have completed an MSN from an NLNAC or CCNE accredited program. This program, in addition to the student's previous MSN education, will prepare for the advanced practice role specializing in primary care utilizing advanced theoretical knowledge and practice skills needed in complex care settings.

Applicants to the post-graduate certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Applicants who have not completed course equivalents to King University's MSN Core will be required to do so. See MSN Family Nurse Practitioner Concentration for a list of MSN Core courses.

Total semester hours will typically range from 18-30, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in primary care across the lifespan, within settings specializing in Pediatrics, Women's Health, and Care of Adult and Geriatric populations. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based

Academic Programs—Graduate

preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

Upon successful completion of the program, post-graduate certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

Those interested in the Family Nurse Practitioner (FNP) post-graduate certificate are advised to review the specific state board of nursing where licensure will be obtained. Those seeking a license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the MSN Program Coordinator for additional questions or assistance.

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5018	
FNP I Care of Women and Families.....	3 s.h.
NURS 5019	
FNP II Care of Adult and Geriatric Populations.....	6 s.h.
NURS 5023	
FNP III Care of Pediatric Population	3 s.h.

NURS 5024	
FNP IV Seminar and Intensive Practicum	6 s.h.
NURS 5026	
Practice Management and Advanced Role Development	3 s.h.
NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	18-30 s.h.

NURSE EDUCATOR

POST-GRADUATE CERTIFICATE

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: S. ADAMS

The Post-Graduate Certificate for the Nurse Educator program meets the needs of students seeking post-graduate preparation in the role of Nurse Educator. Applicants must have completed a MSN from an NLNAC or CCNE accredited master's nursing program. This program, in addition to the student's previous MSN education, will prepare the student for the direct role of nurse educator in a variety of settings, from clinical to academic.

Applicants to the Post-Graduate Nurse Educator Certificate program will be accepted on a space-available basis. A gap analysis will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Applicants who have not completed course equivalents to King University's MSN Core will be required to do so. Additionally, applicants who have not completed course equivalents to King University courses (Advanced Pathophysiology, Advanced Physical Assessment and Health Promotion, and Advanced Pharmacology) will be required to do so. See the MSN Nurse Educator Concentration Plan of Study for a list of MSN Core/required courses.

Academic Programs—Graduate

Total semester hours will typically range from 15-24, and students will typically be required to attain 420 hours of clinical practicum experience with a preceptor and faculty oversight. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses. Upon successful completion of the program, post-graduate certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice.

Students will gain experience and advanced knowledge in a focused clinical area and in nursing education during the clinical practicum learning experiences.

Completion of the Post-Graduate Nurse Educator Certificate program prepares the student to assume a role in professional nursing education, including clinical settings, commercial and community environments, and academic arenas.

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5030	
Principles of Teaching and Learning.....	3 s.h.
NURS 5032	
Curriculum Development and	

Implementation in Nursing Education.....	3 s.h.
NURS 5035	
Focused Clinical Seminar and Practicum (240 clinical hours).....	5 s.h.
NURS 5036	
Nursing Education Practicum (180 Clinical Hours).....	4 s.h.
NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	15-24 s.h.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

POST-GRADUATE CERTIFICATE

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: A. MOORE

The Post-Graduate Certificate program for the Psychiatric Mental Health Nurse Practitioner (PM-PMHNP) will serve students seeking post-graduate preparation in the PMHNP role. Applicants must have completed a MSN from an NLNAC or CCNE accredited program. This program, in addition to the student's previous MSN education, will prepare for the advanced practice role specializing in primary mental health care utilizing advanced theoretical knowledge and practice skills needed in complex care settings.

Applicants to the post-graduate certificate program will be accepted on a space-available basis. A gap analysis (National Task Force on Quality Nurse Practitioner Education, 2008) will be performed to evaluate each prospective student's academic history. An individualized plan of study will be developed based on the student's transcript evidence of completed coursework for the MSN and the gap analysis.

Total semester hours will typically range from 24-33, and students will typically be required to attain 600 hours of clinical practice. Students will gain experience in psychiatric mental health disorders,

Academic Programs—Graduate

psychopharmacology, and psychotherapies across the lifespan, within a variety of settings. Clinical experiences are accomplished under the guidance of a faculty member and an approved community-based preceptor. Students are responsible for their own transportation to and from clinical sites.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

Upon successful completion of the program, post-graduate certificate students will be eligible to take a national certification exam and may apply for an advanced practice nurse license in their legal state of practice. Those interested in the Psychiatric Mental Health Nurse Practitioner (PMHNP) post-graduate certificate are advised to review the specific state board of nursing where licensure will be obtained. Those seeking a license outside of the states of Tennessee or Virginia should contact the State Board of Nursing in the specific state to confirm the program meets licensure requirements. You may contact the Program Coordinator for additional questions or assistance.

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5026	
Practice Management and Advanced Role Development	3 s.h.
NURS 5071	
Introduction to Psychotherapies for the	

Advanced Practice Nurse.....	1 s.h.
NURS 5072	
Contemporary Approaches to Psychotherapies.....	1 s.h.
NURS 5073	
Integration and Application of Psychotherapies.....	1 s.h.
NURS 5075	
Advanced Psychopharmacology.....	3 s.h.
NURS 5076	
Psychiatric/Behavioral Health Disorders and Diagnosis.....	3 s.h.
NURS 5078	
Psychiatric Mental Health Seminar and Clinical I	6 s.h.
NURS 5079	
Psychiatric Mental Health Seminar and Clinical II.....	6 s.h.
NURS 5991	
Comprehensive Assessment.....	0 s.h.
Total	24-33 s.h.

DOCTOR OF NURSING PRACTICE, DNP

BSN-DNP

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: D. FRAYSIER

The Doctor of Nursing Practice (DNP) degree at King is designed for nurses seeking a terminal degree in nursing practice. The DNP offers an alternative to the research-focused terminal degree in nursing and prepares professional nurses to assume advanced roles in practice, executive function, quality and safety, informatics, and other positions of leadership in nursing and health care. The DNP student will pursue study based on theoretical frameworks, evidence, practice, research, and application and will develop sophisticated skills in the following highly desired areas:

- Leadership of teams and organizations
- Strategic planning and resource utilization
- Critical evaluation and application of current

Academic Programs—Graduate

research and best practice

- Team building and inter-professional collaboration
- Measurement and analysis of health care outcomes
- Development and management of quality improvement initiatives
- Quantitative data management
- Information management and utilization in decision-making

The program is delivered in an online format with synchronous intensive sessions at the beginning of each semester. Students have the option to attend the intensive sessions in person or virtually online. There may be additional synchronous sessions required throughout the semester at the discretion of the faculty. The 58 to 74 credit program (depending upon concentration of study) is completed on a full-time basis, with degree completion typically in eight semesters. The culminating learning experience in the DNP curriculum is the development, implementation, and evaluation of a translational research project, with emphasis on dissemination of new knowledge for outcomes improvement.

Due to the rigour of the program, students pursuing the Doctor of Nursing Practice may not be simultaneously enrolled in another program.

The student learning outcomes of the DNP program support the mission of the university by equipping students with the academic underpinnings to translate research into practice, integrate knowledge to improve patient outcomes, advance health policy, and assume leadership roles to influence the ever-changing demands of healthcare. King University's DNP program prepares graduates in a Christian environment of academic rigor to excel as resourceful and accountable professionals in healthcare leadership roles and to integrate scholarship and service into a career focused on serving God, community, and society.

DNP Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Fees

There is a \$100 technology fee per course for courses delivered in an all-online format.

Background Check and Urine Drug Screen

The clinical agencies utilized by King require all students meet standards relating to criminal background. Students must clear a criminal background check and urine drug screen before admission to the clinical settings utilized by King. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All background checks must be completed through the King Security Department and all urine drug screens must be completed through the clinical documentation management system. Students are responsible for all fees associated for background checks and urine drug screening.

Religious Objections

A student has the right to refuse immunizations due to religious objections. If you select this option, we ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.

Professional Liability Insurance

King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The cost to the DNP student is charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment

Academic Programs—Graduate

setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University. The fees are included in the DNP student fees.

Technology Requirements

Baseline computer requirements for the DNP program include laptop computer with a minimum of Microsoft Office 365, wireless capability, and a webcam.

Grade Requirements

The school of nursing calculates grades as A, A-, B+, B, B-, C+, C, C-, D, or F. Doctoral nursing majors must earn a B or higher in all NURS courses to maintain an overall GPA of 3.00 on a 4.00 scale. In the DNP program a grade of B- or below is failing. If two grades of B- or lower are earned the student will be dismissed from the DNP program. A failed course must be repeated; a student is only allowed to repeat one course during the DNP program.

Clinical Experiential Learning Hours

A minimum of 1000 hours of post-baccalaureate clinical practicum hours is required for completion of the DNP program and graduation. This minimum requirement for the DNP degree is met through a combination of concentration specific clinical practicum hours and required clinical experiential learning hours (residency hours). Students are likely to exceed the 1000 hour minimum during the course of obtaining their BSN to DNP degree.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

Comprehensive Competency Assessment (NURS 7990)

All candidates for a degree from King University are required to demonstrate competency in their major field of study. DNP students will demonstrate satisfactory completion of the Advanced-Level Nursing Education Competencies outlined in the AACN's *The Essentials: Core Competencies for Professional Nursing Education Advanced Level Nursing Education (2021)*. These competencies are demonstrated by successful completion of the translational research project and are validated and documented during the final full translational research project team meeting in the last semester of study prior to graduation.

Graduation Requirements

- **Time to Completion/Graduation Standard**
Students in the DNP program must complete all degree requirements within six (6) years from time of entry or first enrollment semester as a degree-seeking student. No additional time is given to students electing a Leave of Absence.
- **Degree Completion Requirements**
 1. Completion of all required courses with a minimum cumulative GPA of 3.00 on a 4.00 scale
 2. Completion of all required clinical experiential learning hours for a minimum total of 1000 post-baccalaureate hours
 3. Completion of a culminating translational research project
 4. Demonstration of competency in major field (successful completion of competencies in NURS 7990: Comprehensive Competency Assessment)

DNP Student Handbook

DNP students are required to follow policies set forth in the *DNP Student Handbook*, posted on the Canvas Resource site after the start of each fall semester. All

Academic Programs—Graduate

DNP students are required to read and follow university policies relative to appeals and grievances listed in the *DNP Student Handbook*. All students must abide by relevant academic policies in the *King University Catalog*.

BSN-DNP Core Requirements

HCAD 5700	
Applying Continuous Quality Improvement in Healthcare.....	3 s.h.
NURS 7000	
Theoretical and Philosophical Foundations of Nursing Practice	3 s.h.
NURS 7001	
Nursing Informatics.....	3 s.h.
NURS 7002	
Foundations of Scholarly Writing.....	1 s.h.
NURS 7005	
Applied Statistics for Evidence-Based Practice.....	3 s.h.
NURS 7006	
Evidence-Based Practice and Translational Research	3 s.h.
NURS 7011	
Population Health Epidemiology and Data Analysis.....	3 s.h.
NURS 7012	
Translational Research Project Development	3 s.h.
NURS 7016	
Leadership of Complex Healthcare Systems and Organizations.....	3 s.h.
NURS 7017	
Healthcare Policy and Advocacy	3 s.h.
NURS 7022	
Ethical Issues in Advanced Nursing Practice.....	3 s.h.
NURS 7023	
Translational Research Project Implementation	3 s.h.
NURS 7027	
Theoretical Foundations of Knowledge Development	3 s.h.
NURS 7032	
Translational Research Project Evaluation ...	3 s.h.

NURS 7990	
Comprehensive Assessment	0 s.h.
Concentration	18-34 s.h.
<i>Choose Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, or Nurse Leadership and Administration</i>	
Total BSN-DNP Core Requirements	40 s.h.
Total Requirements	58-74 s.h.

AGACNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5026	
Practice Management and Advanced Role Development.....	3 s.h.
NURS 5080	
Care of Adults and Geriatric Populations	6 s.h.
NURS 5081	
Acute Care Diagnosis and Skills Seminar and Clinical.....	6 s.h.
NURS 5082	
Adult Acute Care Seminar and Immersive Practicum	6 s.h.
Total	30 s.h.

FNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health Promotion	3 s.h.
NURS 5006	
Advanced Pharmacology	3 s.h.
NURS 5007	
Intro to Diagnostic Reasoning and Advanced Skills for Primary Care	1 s.h.

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NURS 5018	
FNP I: Care of Women and Families.....	3 s.h.
NURS 5019	
FNP II: Care of Geriatric and Adult	
Populations.....	6 s.h.
NURS 5023	
FNP III: Care of Pediatric Population	3 s.h.
NURS 5024	
FNP IV: Seminar and Intensive	
Practicum.....	6 s.h.
NURS 5026	
Practice Management and Advanced Role	
Development	3 s.h.
Total.....	31 s.h.

PMHNP Concentration Requirements

NURS 5002	
Advanced Pathophysiology.....	3 s.h.
NURS 5004	
Advanced Physical Assessment and Health	
Promotion.....	3 s.h.
NURS 5006	
Advanced Pharmacology.....	3 s.h.
NURS 5007	
Intro to Diagnostic Reasoning and Advanced	
Skills for Primary Care.....	1 s.h.
NURS 5026	
Practice Management and Advanced Role	
Development	3 s.h.
NURS 5071	
Introduction to Psychotherapies for the	
Advanced Practice Nurse	1 s.h.
NURS 5072	
Contemporary Approaches to	
Psychotherapies	1 s.h.
NURS 5073	
Integration and Application of	
Psychotherapies	1 s.h.
NURS 5075	
Advanced Psychopharmacology	3 s.h.
NURS 5076	
Psychiatric/Behavioral Health Disorders and	
Diagnosis	3 s.h.
NURS 5078	
Psychiatric Mental Health Seminar and	

Clinical I	6 s.h.
NURS 5079	
Psychiatric Mental Health Seminar and	
Clinical II.....	6 s.h.
Total	34 s.h.

NLA Concentration Requirements

HCAD 5410	
Healthcare Systems	3 s.h.
HCAD 5420	
Legal and Ethical Issues.....	3 s.h.
HCAD 5600	
Accounting and Financial Performance in	
Healthcare	3 s.h.
NURS 5058	
Transformational Leadership Strategies:	
Practicum	3 s.h.
NURS 5059	
Transformational Leadership Strategies:	
Practicum	3 s.h.
NURS 5060	
Transformational Leadership Strategies:	
Practicum	3 s.h.
Total	18 s.h.

DOCTOR OF NURSING PRACTICE, DNP

ADULT AND GRADUATE STUDIES

PROGRAM COORDINATOR: D. FRAYSIER

The Doctor of Nursing Practice (DNP) degree at King is designed for nurses seeking a terminal degree in nursing practice. The DNP offers an alternative to the research-focused terminal degree in nursing and prepares professional nurses to assume advanced roles in practice, executive function, quality and safety, informatics, and other positions of leadership in nursing and health care. The DNP student will pursue study based on theoretical frameworks, evidence, practice, research, and application and will develop sophisticated skills in the following highly desired areas:

- Leadership of teams and organizations
- Strategic planning and resource utilization

Academic Programs—Graduate

- Critical evaluation and application of current research and best practice
- Team building and inter-professional collaboration
- Measurement and analysis of health care outcomes
- Development and management of quality improvement initiatives
- Quantitative data management
- Information management and utilization in decision-making

The program is delivered in an online format with students required to attend on campus intensive sessions at the start of each semester. There may be additional synchronous sessions required throughout the semester at the discretion of the faculty. The 36-hour credit program is completed on a part-time basis, with degree completion typically in two (2) calendar years (18 credits per year). Program progression over a longer period of 3 or 4 years is also possible. The culminating learning experience in the DNP curriculum is the development, implementation, and evaluation of a translational research project, with emphasis on dissemination of new knowledge for outcomes improvement.

Due to the rigour of the program, students pursuing the Doctor of Nursing Practice may not be simultaneously enrolled in another program.

The student learning outcomes of the DNP program support the mission of the university by equipping students with the academic underpinnings to translate research into practice, integrate knowledge to improve patient outcomes, advance health policy, and assume leadership roles to influence the ever-changing demands of healthcare. King University's DNP program prepares graduates in a Christian environment of academic rigor to excel as resourceful and accountable professionals in healthcare leadership roles and to integrate scholarship and service into a career focused on serving God, community, and society.

DNP Application Packet Requirements

For specific graduate program application packet requirements, please visit *Application Packet Requirements for Graduate Programs* located within the *Admissions Policies* section of the catalog.

Fees

There is a \$100 technology fee per course for courses delivered in an all online format.

Background Check and Urine Drug Screen

The clinical agencies utilized by King require all students meet standards relating to criminal background. Students must clear a criminal background check and urine drug screen before admission to the clinical settings utilized by King. Failure to undergo the background check or urine drug screen will result in dismissal from the nursing program. All background checks must be completed through the King Security Department and all urine drug screens must be completed through the clinical documentation management system. Students are responsible for all fees associated for background checks and urine drug screening.

Religious Objections

A student has the right to refuse immunizations due to religious objections. If you select this option, we ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.

Professional Liability Insurance

King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The cost to the DNP student is charged upon enrollment into the program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during, or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment

Academic Programs—Graduate

setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University. The fees are included in the DNP student fees. There will be no additional cost to the students at this time.

Technology Requirements

Baseline computer requirements for the DNP program include laptop computer with minimum of Microsoft Office 2010 or later, wireless capability, and a webcam.

Grade Requirements

The school of nursing calculates grades as A, A-, B+, B, B-, C+, C, C-, D, or F. Doctoral nursing majors must earn a B or higher in all NURS courses to maintain an overall GPA of 3.00 on a 4.00 scale. In the DNP program a grade of B- or below is failing. If two grades of B- or lower are earned the student will be dismissed from the DNP program. A failed course must be repeated; a student is only allowed to repeat one course during the DNP program.

Clinical Experiential Learning Hours

All DNP students are required to complete clinical experiential learning hours (residency hours) to meet the requirements for the DNP degree. A minimum of 1000 hours of post-baccalaureate clinical practicum hours is required for completion of the DNP program and graduation. Specific hour requirements may vary for each student based on the number of practicum hours completed in his or her master's program. The King DNP curriculum includes a total of 640 clinical experiential learning hours and offers students the opportunity to take additional semester hours of study to fulfill the required 1000 post-baccalaureate clinical experiential learning hours.

Nursing students must comply with any special requirements mandated by individual clinical agencies prior to the start of the clinical experience. Failure to adhere to the facility policy and/or comply with any mandated clinical requirements may result in the

inability to complete clinical experiences at the facility and will result in failure of the clinical course. King University School of Nursing has no responsibility for arranging alternate clinical placements and students may need to withdraw from nursing courses.

Comprehensive Competency Assessment (NURS 7990)

All candidates for a degree from King University are required to demonstrate competency in their major field of study. DNP students will demonstrate satisfactory completion of the competencies outlined in the AACN's *The Essentials of Doctoral Nursing Education for Advanced Nursing Practice*, in addition to the DNP student outcomes. These competencies are demonstrated by successful completion of the translational research project and are validated and documented during the final full translational research project team meeting in the last semester of study prior to graduation.

Graduation Requirements

• Time to Completion/Graduation Standard

Students in the DNP program must complete all degree requirements within six (6) years from time of entry or first enrollment semester as a degree-seeking student. No additional time is given to students electing a Leave of Absence.

• Degree Completion Requirements

1. Completion of all required courses with a minimum cumulative GPA of 3.00 on a 4.00 scale
2. Completion of all required clinical experiential learning hours for a minimum total of 1000 post-baccalaureate hours
3. Completion of a culminating translational research project
4. Demonstration of competency in major field (successful completion of competencies in NURS 7990: Comprehensive Competency Assessment)

Academic Programs—Graduate

DNP Student Handbook

DNP students are required to follow policies set forth in the *DNP Student Handbook*, posted on the Canvas Resource site after the start of each fall semester. All DNP students are required to read and follow university policies relative to appeals and grievances listed in the *DNP Student Handbook*. All students must abide by relevant academic policies in the *King University Catalog*.

Doctor of Nursing Practice Requirements

NURS 7000	
Theoretical and Philosophical Foundations of Nursing Practice.....	3 s.h.
NURS 7001	
Nursing Informatics.....	3 s.h.
NURS 7005	
Applied Statistics for Evidence-Based Practice.....	3 s.h.
NURS 7006	
Evidence-Based Practice and Translational Research.....	3 s.h.
NURS 7011	
Population Health Epidemiology and Data Analysis.....	3 s.h.
NURS 7012	
Translational Research Project Development	3 s.h.
NURS 7016	
Leadership of Complex Healthcare Systems and Organizations	3 s.h.
NURS 7017	
Healthcare Policy and Advocacy	3 s.h.
NURS 7022	
Ethical Issues in Advanced Nursing Practice.....	3 s.h.
NURS 7023	
Translational Research Project Implementation	3 s.h.
NURS 7027	
Theoretical Foundations of Knowledge Development	3 s.h.
NURS 7032	
Translational Research Project Evaluation.....	3 s.h.

The two courses below are for students who need to fulfill additional experiential learning hours:

NURS 7007*	
Clinical Experiential Learning I	
NURS 7018*	
Clinical Experiential Learning II	

*As needed to fulfill post-baccalaureate clinical hours

NURS 7990	
Comprehensive Assessment	0 s.h.
Total.....	36 s.h.

Course Descriptions

APPLIED MUSIC

Private one-hour lessons in brass, harpsichord, percussion, organ, piano, voice, and woodwinds are offered for credit. For one credit hour the student practices six hours a week and must participate in a weekly symposium for all applied music students.

Upon beginning the study of applied music at King, the instructor will place the student at the proper level (elementary, intermediate, intermediate II, advanced), which is indicated by the first digit in the course number. The second digit indicates the area of study.

There is no limit to the number of semesters a student may study at one level. Advancement from one level is accomplished through performance juries. Moving from one level to another is a decision made by the faculty of the music program.

APMU 1110, 1120 Elementary Strings.....	1 s.h
APMU 1210, 1220 Elementary Piano	1 s.h.
APMU 1310, 1320 Elementary Organ	1 s.h.
APMU 1410, 1420 Elementary Voice	1 s.h.
APMU 1510, 1520 Elementary Harpsichord	1 s.h.
APMU 1610, 1620 Elementary Woodwinds.....	1 s.h.
APMU 1710, 1720 Elementary Brass.....	1 s.h.
APMU 1810, 1820 Elementary Percussion.....	1 s.h.
APMU 2110, 2120 Intermediate Strings.....	1 s.h
APMU 2210, 2220 Intermediate Piano	1 s.h.
APMU 2310, 2320 Intermediate Organ	1 s.h.
APMU 2410, 2420 Intermediate Voice	1 s.h.
APMU 2510, 2520 Intermediate Harpsichord.....	1 s.h.
APMU 2610, 2620 Intermediate Woodwinds.....	1 s.h.
APMU 2710, 2720 Intermediate Brass.....	1 s.h.
APMU 2810, 2820 Intermediate Percussion.....	1 s.h.

APMU 3110, 3120 Intermediate II Strings.....	1 s.h
APMU 3210, 3220 Intermediate II Piano	1 s.h.
APMU 3310, 3320 Intermediate II Organ	1 s.h.
APMU 3410, 3420 Intermediate II Voice.....	1 s.h.
APMU 3510, 3520 Intermediate II Harpsichord.	1 s.h.
APMU 3610, 3620 Intermediate II Woodwinds..	1 s.h.
APMU 3710, 3720 Intermediate II Brass	1 s.h.
APMU 3810, 3820 Intermediate II Percussion	1 s.h.
APMU 4110, 4120 Advanced Strings	1 s.h
APMU 4210, 4220 Advanced Piano	1 s.h.
APMU 4310, 4320 Advanced Organ	1 s.h.
APMU 4410, 4420 Advanced Voice.....	1 s.h.
APMU 4510, 4520 Advanced Harpsichord.....	1 s.h.
APMU 4610, 4620 Advanced Woodwinds	1 s.h.
APMU 4710, 4720 Advanced Brass	1 s.h.
APMU 4810, 4820 Advanced Percussion	1 s.h.

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

These courses are offered at the Au Sable Institute of Environmental Studies and are only available to students enrolled in the program. Students can take up to two Au Sable courses as general electives towards graduation.

BIOL/GEOL/GEOG 301 Land and Water Resources.

A systems-level perspective on landforms and ecosystems. Includes analysis and interpretation of field data, remote-sensing data derived from satellites and aircraft and geographic information systems (GIS), including field trips to and analysis of forests, wetlands, lakeshores, and rivers. Includes application to policy and land use planning..... 4 s.h.
Prerequisite: One year of introductory science

Course Descriptions

BIOL 302 Lake Ecology and Management. A field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with the other great lakes of the world and their stewardship..... 4 s.h.
Prerequisite: One year of general biology and one year of general chemistry

BIOL/AGRIC/GEOG 303 Ecological Agriculture. Ecological Agriculture focuses on how agricultural systems can be developed to better resemble natural ecosystems to achieve multiple outcomes: food for communities, vibrant economies, and healthy ecosystems. The focus is on learning agricultural principles that can be applied in rural, urban, temperate, and tropical settings. Issues of justice and public policy are also discussed. This course employs a discussion format both in classroom and field settings. It grapples with difficult practical and ethical problems and issues that require interdisciplinary analysis... 4 s.h.

BIOL/GEOG 304 International Development & Environmental Sustainability. Principles of sustainable development, examining ecological sustainability and sustainable society in the context of various factors that are bringing environmental degradation and impoverishment to people and cultures. The course addresses problems associated with tropical agriculture, hunger, poverty, international debt, appropriate technology, relief programs, missionary earth-keeping, conservation of wild nature, land tenure, and land stewardship and the resolution of practical and ethical issues associated with these problems, employing a discussion format both in classroom and field settings..... 4 s.h.

BIOL 305 Agroecology. Field investigation of principles and practices in agroecology. The course will emphasize ecological factors required to produce food in a more environmentally sustainable way, seeking to steward Creation well. We will identify and apply ecological concepts of healthy natural ecosystems to design and manage agroecosystems more sustainably.

Visits to various farm types, in comparison to natural ecosystems, will contrast food production practices varying in sustainability. Students will engage in food production practice, recognizing complexities and subtleties of food production..... 4 s.h.

ENVST 310 Environmental Law and Policy. Analysis of the policy-making process at local, national, and international scales with an examination of environmental policy challenges including climate change, resource management, and energy development. Students will interact with regional policy- makers and land managers in the field to consider linkages between policy and science and ways for science to inform the policy-making process. Environmental ethics, environmental justice, and environmental advocacy will also be considered.... 4 s.h.

BIOL 311 Field Botany. Field and lab identification, systematics, natural history, and ecology of vascular plants as components of natural communities and their relationships to ecological features, including stratification, history, plant zonation, adaptation, and animal interactions are examined. Taxonomic relationships of plant families and higher groups are covered. Projector plant collection required 4 s.h.
Prerequisite: One year of general biology or one semester of botany

BIOL 318 Marine Biology. Biology of marine plants and animals in the field. The focus of the course is on intertidal life and marine ecology in oceanic and geophysical context. Includes trophic dynamic relationships of eelgrass communities and the intertidal zone, workings of the island systems of Puget Sound, ecological roles of sea birds and fishes, population and community structure dynamics, exploitation and oceanic microbialization, and biogeochemical processes and their linkages with the biosphere. Marine stewardship and the effects of human activity on the marine environment are examined in all course components..... 4 s.h.

BIOL 321 Animal Ecology. Interrelationships between animals and their biotic and physical environments, emphasizing animal population dynamics in old

Course Descriptions

growth pine forests and bogs. This field-intensive course centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects 4 s.h.
Prerequisite: One year of introductory science

BIOL 322 Aquatic Biology. Ecology, identification, systematics, culture, and care of aquatic plants and animals, and adaptations to freshwater environments as determined by direct investigation in lakes, ponds, bogs, marshes, streams, and in the laboratory. The course assesses human impacts on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology. Prerequisite: one year of general biology or one semester each of general zoology and general botany. W, F. Field..... 4 s.h.
Prerequisite: One year of general biology or one semester each of general zoology and general botany

BIOL 323 Stream Ecology. An exploration of streams, emphasizing the unique organisms inhabiting them. Using field-oriented approaches, the course invites students to recognize the intimate connections between streams and their watersheds, explore lotic community ecology, and study fascinating aquatic creatures. Students will gain appreciation for both the intrinsic value of lotic habitats and ecosystem services they provide. The course also addresses human impacts on freshwater systems and approaches to their stewardship. Students will receive training in standard techniques used to assess stream quality and contribute to an ongoing river monitoring project 4 s.h.
Prerequisite: One year of general biology or one semester each of general

BIOL/ENVST/GEOG 330 Geographic Information Systems. An introduction to the theory and application of Geographic Information Systems (GIS) for applied social and ecological problem-solving. Through a series of readings, videos, and hands-on exercises covering a variety of environmental themes, issues, and scales, participants will learn the fundamentals of the types of maps, map projections, symbology, classification, analysis, and web mapping applications, and gain skills and confidence to be able

to conduct their own field studies, do spatial analysis, and create their own maps and visualizations..... 4 s.h.

BIOL/ENVST 331 Ecological Analysis in R. Unlock the power of R for analyzing ecological data. Explore the fundamentals of statistical analysis and discover how R can revolutionize ecological studies, equipping you with essential skills for graduate school and enhancing your proficiency in conducting impactful ecological research. Consult with your major advisor to see whether this course fulfills your major's statistics requirement. Applied, Interdisciplinary. 4 s.h.

CHEM 332 Environmental Chemistry. Principles analysis and impact of chemical movement and distribution - both natural and human-induced - in natural environments focusing primarily on the hydrosphere and atmosphere. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on-site in natural habitats and the laboratory 4 s.h.
Prerequisite: One year of general chemistry and one semester of either biochemistry or organic chemistry, BIOL/ENVST 391

BIOL 342 Fish Ecology and Management. Introduction to the relation of freshwater fish species and their environments in lakes and streams with concurrent examination of techniques and technologies employed to manage populations and species for conservation, recreational use, and commercial harvest. This course will provide understanding of freshwater fish taxonomy and phylogenetic relationships, habitat requirements of major fish species by life stages, stream habitat assessment, population measuring and monitoring, and strategies for management of recreational and commercial species and conservation of threatened and endangered species..... 4 s.h.

BIOL/AGRIC/GEOG 343 Sustainability, Tropical Agriculture, and Development. An introduction to sustainability and tropical agriculture with applications for working with resource-poor farmers. Topics include the scientific basis of low-cost techniques, tropical crops and their requirements, and on-site

Course Descriptions

work. Issues in agricultural development, urban gardening and small animal techniques are also covered in the context of agricultural employment and economy. This course includes several trips to different ecosystem regions of Costa Rica..... 4 s.h.

BIOL 345 Wildlife Ecology. Ecology, conservation, and stewardship of wildlife and their habitats. Includes examination of growth and structure of populations, environmental and human social factors affecting wildlife communities, and theories and applications of wildlife conservation. Set in the context of the historical development of the field from management to ecology to the land ethic of Leopold. Includes management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic, and social contexts..... 4 s.h.
Prerequisite: One course in biology, or permission of professor

BIOL/ENVST 354 Environmental Justice. History, core concepts, and theories of the environmental justice movement that provide a framework for understanding and addressing inequalities of human interactions with the environment. Examination of gender, race/ethnicity, and economic class in a justice framework and application to the distribution and burden of environmental hazards. Structural and community factors at the local, regional, and global scales are addressed with an emphasis on consequences to human health and effective responses..... 4 s.h.

BIOL 358 Field Techniques in Wetlands. A comprehensive overview of wetland ecosystem processes, values, legislation, and quantification. Students will learn to evaluate and quantify soils, hydrologic status, and vegetation in a variety of wetland ecosystems including bogs, emergent marshes, forested wetlands, and wetlands converted for agriculture, and to apply standard tools developed by the US Army Corps of Engineers and Michigan Department of Environmental Quality to assess wetland extent and habitat quality 4 s.h.
Prerequisite: One year of general biology or one semester of general ecology

BIOL 359 Marine Mammals. Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Northwest. This course examines habitats of marine mammals in Puget Sound and the Salish Sea, with special attention to diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region and the relation of such use to current controversies in the management of marine mammals 4 s.h.
Prerequisite: One year of general biology or one semester of zoology (a course in anatomy and/or physiology is recommended)

BIOL 361 Field Biology in Spring. A field-based introduction to the natural history of northern Michigan and its plants and animals, including their field identification, field biology, behavior and landscape context, with a focus on spring activity of biological communities. This course provides prospective teachers and naturalists with an opportunity to investigate the natural history in this very active time of year 4 s.h.

BIOL/ENVST/GEOG 362 Environmental Applications for Geographic Information Systems (GIS). Introduction to the theory and application of spatial analysis for environmental conservation and planning using geographic information system (GIS) technology in the context of real-world conservation problems. This course combines instruction in AGS field data collection; ArcGIS use for storage, analysis, interpretation, and presentation of spatial data; and remote sensing techniques and their integration with GIS applications. Examines theories of environmental planning at regional and landscape levels and their importance for conservation. Instruction in these skills will be integrated around an environmental project applying GIS techniques to actual conservation problems associated with protecting or restoring degraded environments..... 4 s.h.

Course Descriptions

BIOL 365 Insect Ecology. Life history, behavior, and ecology of terrestrial and aquatic insects and their roles in pollination, herbivory, predation, agroecosystems, disease and vector epidemiology, invasion ecology, soil ecology, biodiversity, and freshwater ecology. Practical applications include the study of Integrated Pest Management (IPM) approaches to reduce negative impacts of pest species in agricultural, structural, and medical settings while preserving biodiversity and ecosystem functionality..... 4 s.h.

BIOL 368 Forest Ecology. The Pacific Northwest is home to towering lowland temperate rain forests, montane forests on the slopes of the Cascades, and subalpine parkland near tree line in the Olympics. Join us as we study the abiotic environment, species interactions, and ecosystem processes in these contrasting forest ecosystems. Research approaches relevant to forest systems will be introduced. Quantitative skills including data collection, management, and basic analysis will be emphasized 4 s.h.
Prerequisite: One year of biology

BIOL 371 Forest Management. Introduction to site-level, landscape and multi- stakeholder approaches to forest management, including strategies of climate change adaptation and mitigation. Theory, application, and techniques of forest management for specified values and objectives including instrumental (economic/utilitarian and life support such as wood production, habitat and watershed protection and climate moderation) and non-instrumental values (such as aesthetic, moral/spiritual values e.g. recreation). The course will address the evolution of forest management practice and some specific practices, methods and techniques of growing trees and the development and care of forests (silviculture) as applied to natural forests managed for various objectives..... 4 s.h.

BIOL 381 Urban Wildlife Ecology. Rapidly expanding human populations and the heavy dependence on technology have intensified the human impact on ecosystems. Urban areas have expanded and are increasingly altering environmental conditions. It is

important to understand the conditions present in these human-altered environments and the impact on wildlife. This course focuses on issues relating to the vertebrates that have chosen to live in urban areas. Using Chicago as a resource, we will explore real issues and concepts including the impact of habitat fragmentation and modification, synanthropy, and issues such as the predator paradox and population management. Site visits frame opportunities for active engagement 4 s.h.

CHEM 382 Urban Environmental Chemistry. A survey of the distribution and reactions of natural and anthropogenic chemicals in the landscape with emphasis on the urban environment. This includes the chemistry of the atmosphere, waterways, and soil, with specific focus given to urban environments. The ethical and moral responsibilities of humans to the environment are also discussed with particular attention to the urban landscape. Field work component includes on site sampling and laboratory analysis. Modern analytical techniques are presented 4 s.h.
Prerequisite: One year of general chemistry

ENVST 385 Urban Environmental Justice. Introduction to environmental justice theory, practice, and history as a movement that bridges scholarship, action, science and ethics. Grounded in a case study of Chicago, students learn about how urban ecologies are formed around matters of race, class, food politics, health, industry, waste, energy, markets, and history. Through assigned readings, classroom discussion, field visits and research with activists, churches, community organizations, and city officials, students are equipped with skills and framework to conceive of the city, the environment, and justice in relation to a biblical vision of human flourishing in and with natural and built environments. 4 s.h.

BIOL/ENVST/CHEM/GEOG 389 Special Topics. Special Topics courses are offered periodically by the institute to connect students with training and expertise not available at their home institutions. Through immersive fieldwork, students will acquire essential skills in data collection, specimen analysis,

Course Descriptions

and/or environmental monitoring. Special Topics courses empower students with the practical knowledge and field-ready expertise needed to address pressing environmental challenges and make meaningful contributions to the scientific community. 1-4 s.h.

BIOL/CHEM/GEOG 390 Directed Individual Study. Field or laboratory study of a problem selected by the student in consultation with a professor, and presented as a written proposal in advance of the session in which the study is to be conducted..... 1-4 s.h.
Prerequisite: A study proposal including goals and objectives, methods, protocols for evaluation to be signed by the professor and program director

BIOL/ENVST 391 Research Methods I. A course designed to prepare natural science majors to conduct scientific field research at levels appropriate for a senior capstone or competitive off-campus programs. Research Methods I introduces students to experimental design and statistical analysis relevant to scientific research. Students prepare a research proposal and initiate their investigation, typically focused on a biodiversity survey of a selected taxonomic group..... 2 s.h.
Prerequisite: Selection to the Summer Undergraduate Preparation in Environmental Research program

BIOL/ENGCS 392 Research Methods II. This course follows Research Methods I with the completion of data collection and analysis, and the reporting of results through scientific writing and oral/poster presentation 2 s.h.

BIOL/GEOG 471 Conservation Biology. Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biosphere degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities,

ecosystems, and human society, including topics in human development, poverty, and economic growth..... 4 s.h.
Prerequisite: One year in biology, one course in ecology, or permission of professor

BIOL 478 Alpine Ecology. Ecology of the mountains of the Pacific Northwest, with particular attention to the adaptation of plant and animal life to montane climates and altitudes, and analysis and interpretation of altitudinal zonation of biotic communities with applications to latitudinal biogeography. The course also examines physiological responses of organisms to reduced oxygen levels, low temperatures, and high altitude radiation regimes. Fieldwork includes on-site studies in the Olympic Mountains of the Olympic Peninsula 4 s.h.

BIOL 482 Restoration Ecology. Ecological principles for ecosystem restoration and applications for restoring degraded and endangered species. Field studies include analysis of restoration and rehabilitation work with the Kirtland's warbler, an officially designated wild river, coastal dunes, kettle-hole bogs, deforested lands, degraded residential and farming sites, and abandoned oil wells. A practical field lab is included in which techniques are applied to a specific site..... 4 s.h.
Prerequisite: One year of biology and one course in ecology or field biology, or permission of professor

BIOL/CHEM/GEOG 499 Research.
Participation in an ongoing research project of the Institute..... 1-6 s.h.
Prerequisite: A research proposal including goals and objectives, methods, protocols for evaluation; to be signed by the professor and program director

BIBLE

BIBL 2250 Bible Study That Matters. An introduction to the practice of Biblical hermeneutics. The class will examine the history and development of hermeneutics, including the most recent developments. Also included is practice in the interpretation of the different kinds of Biblical literature 4 s.h.

Course Descriptions

BIBL 2251 The Old Testament and Interpretation. A survey of the content, message, and literary forms of the books of the Old Testament with attention given to the principles of biblical interpretation 4 s.h.

BIBL 2252 The New Testament and Interpretation. A survey of the content, message, and literary forms of the books of the New Testament with attention given to the principles of biblical interpretation..... 4 s.h.

BIBL 3020 Hebrew Prophetic Literature. Study of selected Israelite prophets and the prophetic tradition with a consideration of the use of the prophetic literature in history and modern times..... 4 s.h.

BIBL 3040 The Life and Teaching of Jesus. A study focusing on the “quest” of the historical Jesus, the historicity of the gospel records, the life of Jesus, and the form and content of His teaching 4 s.h.

BIBL 3520 The Historical Geography and Archeology of the Southern Levant. This course will aim to give the student a thorough overview of the land of the Bible from the Patriarchs to the Islamic conquests. Matters of topography, geology, history, and archaeology will be addressed in a manner that enhances the meaning of the Bible and enriches the student’s grasp of Biblical history 4 s.h.

BIBL 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged
Prerequisite: 12 s.h. of Philosophy and Religion

BIBL 3900 Special Topics. Open to advanced students with the consent of the department..... credit to be arranged

BIBL 4030 The Torah. The origin stories and foundational concepts (such as creation, exodus, Torah, and covenant) of Israel’s heritage are considered in detail in this study of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy..... 4 s.h.

BIBL 4050 Hebrew Wisdom Literature. An exploration of the questions and literature of Israel’s wisdom tradition, especially Proverbs, Job, and Ecclesiastes. Includes comparisons with modern authors and culture 4 s.h.

BIBL 4060 The Gospel and Epistles of John. A review of the scholarly research in Johannine studies and an in-depth examination of the gospel. Special emphasis on the major theological themes of John as they relate to Biblical theology..... 4 s.h.

BIBL 4140 Paul. An introduction to the life and thought of Paul with primary emphasis on the chief theological themes found in the apostle’s writings as they relate to distinctive settings in Acts..... 4 s.h.

BIOLOGY

BIOL 1010 Human Anatomy and Physiology I. An introductory study of the structure and function of the human organ systems including the nervous, sensory, muscular, skeletal, and integumentary. This course, which is required for admission to some health science programs, can be used to meet the natural science core education requirement. Three hours of lecture, two hours of lab each week.....4 s.h.
Corequisite: BIOL 1010 Lab

BIOL 1020 Human Anatomy and Physiology II. A continuing study of the structure and function of the human organ systems including the cardiovascular, respiratory, gastrointestinal, reproductive, renal, and endocrine. Three hours of lecture, two hours of lab each week.....4 s.h.
Prerequisite: BIOL 1010
Corequisite: BIOL 1020 Lab

Course Descriptions

BIOL 1110 Principles of Biology. Introductory biology for non-majors for the AGS format only. Students enrolled in the Traditional format should take BIOL 1120 Introduction to Biology. This course is not appropriate for students who wish to pursue a career in the health or natural sciences. This course does not count toward major requirements in Biology. This course was designed to introduce students to the wonder of Biology, the study of life. Topics include scientific investigation, interpretation and communication; macromolecules, genes and genomes, how cells and organisms store and use energy, body systems, nutrient flow in ecosystems, food webs. A special emphasis is placed on how we interact with the world around us. Three hours of lecture, two hours of laboratory per week 4 s.h.
Corequisite: BIOL 1110 Lab

BIOL 1120 Introduction to Biology. Introductory biology with lab for non-majors offered only in the traditional format. This course is required for the Teacher Education Program. This course should not be taken by those intending to major in the natural sciences, exercise science, nursing, and/or psychology. Topics covered include structures & functions of life, the cell, heredity, physiology, evolution, biodiversity, and ecology. Also covered are scientific methodologies to verify scientific information. Three hours of lecture and two hours of lab each week 4 s.h.
Corequisite: BIOL 1120 Lab

BIOL 2110, 2120 General Biology I and II. The first courses taken by all Biology majors and minors and by those preparing for a career in the health sciences. Topics include molecules of living organisms, energetics, cell structure and function, metabolism, survey of kingdoms, flowering plants, cell reproduction, ecological relationships, population dynamics, and evolutionary relationships. Three hours of lecture, two hours of laboratory each week 4 s.h.
Corequisite: BIOL 2110, 2120 Lab

BIOL 2500 Microbiology and Immunology. The fundamental principles of morphology, physiology, virulence of microbes, and vertebrate immune responses. Laboratory experiments in pure culture

techniques, classification, and epidemiology will be conducted. This course is not recommended for Biology majors. Three hours of lecture, two hours of laboratory each week 4 s.h.
Corequisite: BIOL 2500 Lab

BIOL 3100 Plant Biology. This course explores topics unique to plants, including plant evolution, diversity, and domestication; physiological strategies that plants use to harvest light for energy, obtain and conserve water, and respond to various environmental cues; and the importance of plants to the local, national, and global economies. Laboratory sessions consist of mostly outdoor sessions in plant identification and field trips to various local sites. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, BIOL 2120, CHEM 2110
Corequisite: BIOL 3100 Lab

BIOL 3120 Environmental Science. Environmental Science is a course designed to introduce students to the complex interactions between living and environmental systems. Students will gain knowledge of environmental principles and the role humans play in the environment. Students will also gain an understanding of living and environmental systems and how physical resources are managed. Students will read and discuss case studies 4 s.h.

BIOL 3125 Principles of Toxicology. This course introduces the history and foundational concepts of toxicology in the context of human health and the environment. Topics include principles of metabolism, basic anatomy & physiology as it relates to toxicology and concepts of toxicology including major classes of toxicants, principles underlying dose-response relationships, absorption, distribution, metabolism and elimination of toxins, risk assessment, epidemiological and environmental and regulatory toxicology. Many of these concepts are reinforced through the use of case studies, group work and will include class discussions and presentations 4 s.h.

BIOL 3130 Ecology. This course is designed to introduce students to ecology using both animal and plant examples. Students will study the interactions of

Course Descriptions

individual organisms with their abiotic environment, interactions within their own population, and interactions with other species. The course will primarily focus on individuals and populations; however, some community and ecosystem elements will be explored. Three hours of lecture, three hours of laboratory each week..... 4 s.h.
Corequisite: BIOL 3130 Lab

BIOL 3200 Histology. Histology is the study of tissues and organs at the microscopic level. This course focuses on understanding the microscopic anatomy of the human body with emphasis on structure/function relationships. All levels of organization from the cellular through the system level are incorporated into a holistic integration of microscopic anatomy with physiology. Special emphasis is placed on understanding the physiological and metabolic role of individual tissues, glands, and organs with regards to homeostasis, metabolism, and reproduction. The laboratory component uses both physical and virtual microscopy to integrate structure with function. Three hours lecture and three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, 2120
Corequisite: BIOL 3200 Lab

BIOL 3250 Bioinformatics. This course introduces students to the cutting-edge field of bioinformatics, with emphasis on fundamental concepts of computational models and statistical analysis of high-throughput data. Students will become familiar with various DNA sequence analysis and alignment algorithms, and the application to genomic and phylogenetic analyses. Students will learn how to create and use algorithms, databases, systems, and web applications to solve problems in molecular biology. In addition, students will be introduced to the latest techniques in protein and microarray analysis. Three hours lecture and three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110
Corequisite: BIOL 3250 Lab

BIOL 3260 Clinical Neuroanatomy. This course explores the relationship between the location of

various neuroanatomical structures and their function within the nervous system. Students learn how to read and correctly interpret patient charts, basic neuroradiology, and how various signs and symptoms help point to distinct locations in the brain and spinal cord. Highly anatomical in nature, the course begins with the basic anatomy of the brain and spinal cord, and quickly integrates clinical diagnostic tests and neural function. Furthermore, actual case studies are used to demonstrate the importance of taking detailed patient histories, and how to match signs and symptoms with their neuroanatomical correlates. Three hours of lecture, three hours of laboratory each week.....4 s.h.
Prerequisite: BIOL 1010 and 1020, or
BIOL 2110 and 2120
Corequisite: BIOL 3260 Lab

BIOL 3300 Cell Biology. A study of the molecules of living systems, including physical and chemical principles applicable to cells. Course topics include the structure and function of proteins, eukaryotic organelles, and cellular and organellar membranes, as well as cellular energetics, transport mechanisms, signal transduction pathways, cell cycle, and development of cancer. Three hours of lecture, three hours of laboratory each week.....4 s.h.
Prerequisite: BIOL 2110, 2120, CHEM 2110
Corequisite: BIOL 3300 Lab

BIOL 3310 Human and Vertebrate Comparative Anatomy. A study of the morphological and evolutionary relationships among various vertebrates. The laboratory involves dissection of a dogfish shark, an amphibian, and a mammal. Three hours of lecture, three hours of laboratory each week.....4 s.h.
Prerequisite: BIOL 2120
Corequisite: BIOL 3310 Lab

BIOL 3430 Developmental Biology. Advances in molecular and cell biology over the last 20 years have changed the science of organismal development. Once more popularly known as the field of embryology, the incorporation of molecular and cellular research has evolved the field into developmental biology, where life is tracked and studied from fertilization to birth. From

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developmental biology, more recent advances have led to the widely fascinating field of *Evo-Devo*, or the evolution of development. Weaving genetics, cell biology, molecular biology, evolution, anatomy, and environmental science, developmental biology is a highly interdisciplinary subject. It aims to elucidate the transmission of information from gene to cells, to tissues, to organs, and, eventually, to the whole being. Essentials to the discipline are the understanding of patterning, signaling, cellular differentiation, and cell death in a developing organism. Learning will be achieved via lectures primary literatures, popular readings, and a poster session. Three hours of lecture each week 4 s.h.
Prerequisite: BIOL 2110, BIOL 2120

BIOL 3600 Human and Mammalian Physiology. Advanced study of the physiology of human and mammalian organ systems. Mechanisms are studied from the cellular, tissue, organ, and system levels. The laboratory emphasizes computer simulations, and experimental human physiology. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: CHEM 1110, 1120; BIOL 2110, 2120
Corequisite: BIOL 3600 Lab

BIOL 3700 Biochemistry. This class examines the structural and functional properties of carbohydrates, lipids, proteins, and nucleic acids. Additional topics include pH in living systems, biosynthesis, and catabolism. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: CHEM 2110, 2120, BIOL 3300 strongly recommended
Corequisite: BIOL 3700 Lab

BIOL 3750 Research Methods in Biology. This course is designed to give students first-hand experience in biological experimentation. Students will work closely with Biology faculty members to learn about hypothesis formation, experimental design, data collection and analysis. By the end of the course, students will present their research to their peers. This course is also designed to prepare students for additional research opportunities, and is required for students who want to complete a senior thesis project

and Honors in Independent Study in Biology. Three hours of lecture, three hours of laboratory each week.....4 s.h.
Prerequisite: BIOL 2110, 2120, 3300, and permission of the instructor
Corequisite: BIOL 3750 Lab

BIOL 3760 Genetics. Genetics is the science of heredity, from chromosomes to genes, to DNA. Emphasis in this course will be placed on classical Mendelian, non-Mendelian, complex and population genetics. Personal genomics, bioinformatics, and bioethics are also covered. Lectures, literature reading, group projects and laboratory exercises will be used to provide students with a foundation in classical and modern genetics. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110
Corequisite: BIOL 3760 Lab

BIOL 3770 Molecular Biology. This course is required for the Cell and Molecular Biology track and is an upper-level course that expands on most materials covered in the cell biology and genetics courses. It investigates the complex nature and mechanisms of biological macro-molecules; and explores the control of genes and their expression in specifying physical traits, mutations, and genomic maintenance. This course emphasizes the comprehension and interpretation of experimental evidences in an array of molecular biology sub-topics; these include gene regulation, translation, editing and evolution. Most major laboratory techniques for DNA/RNA manipulation will be covered in lectures and will be selectively used in lab. Three hours of lecture, three hours of laboratory each week..... 4 s.h.
Prerequisite: BIOL 3760 or BIOL 3300
Corequisite: BIOL 3770 Lab

BIOL 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative

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Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

BIOL 3900 Special Topics. For junior and senior Biology majors.....credit to be arranged

BIOL 4350 Immunology. The remarkably complex and fascinating role of the immune system is studied in-depth. Students will gain a clear understanding of normal relationships between structure, function, and regulation of the immune system as a foundation for exploring abnormalities present in a myriad of medical conditions. Information is provided through lecture, group discussion and projects, and study of the primary literature. Three hours of lecture each week 4 s.h.
Prerequisite: CHEM 2120, BIOL 2110, 2120.
Recommended Prerequisite: BIOL 3300 strongly recommended.

BIOL 4400 Microbiology. This class focuses primarily on the diversity of prokaryotic organisms and viruses, including morphological/ ultrastructural diversity, methods of culture and control, selected physiological and metabolic pathways, contributions of microbes to global biogeochemical cycles, the importance of microbes in relation to human disease, and the role of microbes in modern technology. The laboratory is focused on culturing and identifying medically important bacteria. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: BIOL 2110, 2120, CHEM 2110
Corequisite: BIOL 4400 Lab

BIOL 4690 Systems Biology. This course introduces the field of Systems Biology. Following the paradigm shift in the production of large scale biological data (also called 'omics), Systems Biology has arisen as a new area of research that strives to make connections between metabolic, signaling and regulatory networks involved in cellular processes. Using a holistic rather than reductionist approach to understanding and controlling biological complexity, this course will introduce large-scale data sets used in genomics, proteomics, metabolomics, and epigenetics. Current

hot-topics and ethical considerations in science are also discussed. Techniques such as network analysis and modeling approaches will then be introduced, providing a framework for a systematic view of the etiology of complex traits. This course is intended as a capstone course for Biology majors who are interested in pursuing careers in graduate school, medical school, or the biotech industry. Three hours of lecture each week..... 4 s.h.
Prerequisite: BIOL 2110, 2120, one 3000-level or higher BIOL class

BIOL 4700 Evolutionary Biology. This course is a capstone for the biology major. Lectures, critical reading of primary literature, and a field trip will introduce students to fundamental evolutionary concepts, modern evolutionary biology research, and specific case studies of evolution in action. Discussions will be over numerous classical texts on evolution, especially those published during the formative years of the Theory of Evolution. Students will be trained to sharpen their scientific inquiry, hypothesis formation, evidence-based deduction, and general critical thinking. The course will cover the breadth of evolutionary biology: from the origins of life and investigation of fossil records, to studying the mechanisms of evolutionary changes that govern all living beings. Three hours of lecture each week.....4 s.h.
Prerequisite: BIOL 2110, 2120, one 3000-level or higher BIOL class

BIOL 4910, 4920 Senior Thesis Research in Biology. This course is designed for biology majors, in their senior fall and spring semesters, who are pursuing original research projects with biology faculty with the intent of writing up their results as a senior thesis project. The course includes laboratory or field research, as well as literature research necessary for submitting a manuscript related to original research. Students will be required to present their work. Participation in this course will also allow students to work towards Honors in Independent Study in Biology 0-4 s.h.*
Prerequisite: Instructor Approval
*Credit determined by pre-arrangement with instructor.

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BIOL 4990 Comprehensive Assessment. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. or B.S. in Biology, students must earn a passing grade on the Biology Major Field Achievement Test..... 0 s.h.

BUSINESS

BUSA 1700 Introduction to Business. This is an introductory course for both business and non-business majors. The course provides a broad understanding of the business community, its functions, terminology, occupational choices in the various fields of business, and the place of business in the American economy. Students will also learn about the challenging facets of business and its dynamic role in today's environment. Students will be broadly introduced to business topics and gain a working knowledge of the components of business including management, human resources, marketing, and finance. Overall, the course will explore the field of business as offered in the Business Management program to identify specific areas of interest or specialization 4 s.h.

BUSA 1900 Introductory Special Topics.
General topics elective for the non-major as well as the major.....credit to be arranged

BUSA 2000 ENACTUS. ENACTUS is a global non-profit organization that partners with business and higher education to establish ENACTUS student teams on university campuses. The mission of ENACTUS is "Mobilizing university students to create economic opportunity for others while discovering their own potential." Students are challenged to develop community outreach projects that reach ENACTUS's four educational topics: (1) Market Economics; (2) Entrepreneurship; (3) Personal Financial Success Skills; and (4) Business Ethics. ENACTUS team members leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards, and the

resources of their institutions to implement programs that create real economic opportunities for members of their communities 1 s.h.

BUSA 2010 Digital Skills for 21st Century

Workplaces. Students master Microsoft Office as they design resumes, write cover letters, as well as learn and practice basic Excel spreadsheet and PowerPoint presentation skills. Students also create a personal presence on the web by making a blog that becomes a site for their personal professional portfolios. The course stresses digital literacy by teaching students cloud computing for individuals, simple design principles, some basic information about computers, how to designate safe and strong passwords, and what helps them be safe in social web environments 4 s.h.

BUSA 2100 Management Communication.

Techniques and practices in business writing and oral communication, including communicating through letters, memoranda, reports, effective speaking, interviewing and conference skills 4 s.h.

BUSA 2130 Business Communication. Techniques and practices in business writing and oral communication including communicating through letters, email, memoranda, reports; and effective speaking, interviewing, and conference skills. In addition, this course will make use of computer-based presentation programs. This is a foundational course in the major..... 2 s.h.
Prerequisite: ENGL1110

BUSA 2200 Management Information Systems. An introduction to management information systems for decision-making. Students will learn the basic concepts of databases, spreadsheet software, and information technology as they relate to managerial decision-making and the maintenance of competitive advantage..... 4 s.h.

BUSA 2250 Principles of Marketing. Extensive study of business activities that seek to satisfy customer needs. Topics covered include an analysis of the marketing environment, industrial and consumer markets, buyer behavior, measuring and forecasting

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demand, and the marketing mix (product, price, promotion, and place). In addition, an emphasis on the interaction of management and marketing decision-making will be stressed 4 s.h.

BUSA 2251 Principles of Management. This is an introductory level management course examining management theory and application to real-world situations. Examination focuses on terminology, practices, and the four managerial functions: Planning, Organizing, Leading, and Controlling..... 4 s.h.

BUSA 2301 Financial Accounting. An introduction to financial accounting principles and practices, financial statement analysis, as well as managerial accounting..... 4 s.h.

BUSA 2302 Managerial Accounting. An introduction to managerial accounting, an accounting process where accounting information is used for managerial decisions. In addition, this course will make use of a spreadsheet for managerial problem solving and scenario analysis..... 4 s.h.
Recommended: BUSA 2301

BUSA 2400 Introduction to Hospitality Management. This course provides an overview of the hospitality industry, the importance of customer service and experiences, its career opportunities, its relation to travel and tourism, and a fundamental introduction for each department in the hospitality sub-industries of lodging, food and beverage, and travel and tourism. Hospitality business management theories, as well as leadership, will also be explored within the realm of the hospitality industry..... 4 s.h.

BUSA 3010 Personal Financial Planning. An introduction to the basic concepts of personal financial planning such as career and financial objectives; saving and investment strategies; insurance; income; and estate planning. The development of a workable personal financial plan will be stressed..... 4 s.h.

BUSA 3100 Cost Accounting. An advanced study of (1) cost accounting: job order, process, and activity-based cost accounting systems, and (2) managerial

accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation.....4 s.h.

BUSA 3110, 3120 Intermediate Accounting I and II. An analytical study of accounting theory and practice.....4 s.h.
Prerequisite: BUSA 2301

BUSA 3180 Accounting Information Systems. This course focuses on business productivity software applications and professional behavior in computing from the perspective of the accounting profession 4 s.h.
Prerequisites: BUSA 2301, 2302, 3110

BUSA 3210 Management of Organizations. A survey course with an overview of business operation, terminology, and practices with an emphasis on introducing fundamental management practices 4 s.h.

BUSA 3230 Corporate Finance. A study of the foundations of corporate financial management, including cash flow analysis, financial analysis and planning, management of financial resources, and Capital for the firm.....4 s.h.
Recommended: BUSA 2200, 2301

BUSA 3260 Statistics and Business Research Methods. An introduction to inferential statistics and the major areas of research in business. Attention is given to problem definition, research design, information gathering, and data analysis and presentation to assist managers in the decision-making process. Each student will develop a research proposal and carry out a field project in a related business discipline.....4 s.h.

BUSA 3271 Human Resource Management. Introduces the student to the human resources/ personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, and employee relations. Emphasis on how managers can deal with and utilize the human

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resources function 4 s.h.

BUSA 3275 Operations Management. An introduction to the tools and techniques of Operations Management, including forecasting, quality control, inventory management, supply chain management, and project management. Throughout the different elements of the course the core aspects will be strategy and productivity..... 4 s.h.

BUSA 3276 Business Law. An introduction to legal institutions and processes followed by a study of the laws governing contracts, torts, employment law, agency, sales, intellectual property, forms of business, and business regulation..... 4 s.h.

BUSA 3280 Strategic Management and Business Policy. An overview course that seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case..... 4 s.h.

BUSA 3400 Government and Business. A survey of government policies toward business; including the historical context, economic analysis, and critical review of policy proposals 3 s.h.

BUSA 3410 Quality Service Management and Assurance. This course provides a comprehensive look at service and quality management within the hospitality industry. The topics covered in this course include quality management systems, customer service, the customer experience, organizational culture and change, leading and managing quality service teams, and how to create and implement a total quality management (TQM) plan within a hospitality organization..... 4 s.h.
Prerequisite BUSA 2400

BUSA 3420 Foundations of Hotel and Restaurant Management. This course examines the fundamentals and mission of the lodging and restaurant industry, including the latest ownership, managerial, and

operational trends; economics; and assessment of these operations. All departments in a lodging and restaurant facility will be examined in accordance with managerial responsibilities, including financial and customer experience management 4 s.h.
Prerequisite BUSA 2400

BUSA 3430 Event Planning and Management. This course introduces event, meeting, and convention management to the hospitality professional, considered one of the most cost-effective entrepreneurial hospitality practices to consider as a career. The coursework in this topic addresses the diverse demands of multiple key players, such as clients, event planners, sponsors, and owners, who work together to plan, organize, lead, and control organized events in general. Event principles are introduced, enabling students to learn more about sponsorship opportunities, venues and how to select them, staffing and HR, finance and accounting, exhibit coordination, contracted services, legal issues, and written contracts, as well as marketing and convention bureaus 4 s.h.
Prerequisite BUSA 2400

BUSA 3560 Investment Management. This course balances theory and applications providing a survey of the important areas of investment: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, derivative instruments, and a cross section of special topics...4 s.h.
Prerequisite BUSA 3230

BUSA 3600 Digital Marketing and Social Media Strategies. This course examines the planning and execution of integrated Digital Marketing Strategy. Major topics include the role of social media marketing, identifying target audiences, social media platforms and social networking, visual storytelling, and the monitoring and management of social media advertising campaigns. 4 s.h.
Prerequisite: BUSA 2250

BUSA 3610 Integrated Marketing Communications. This course examines the planning, executing, and evaluating marketing campaigns through management's use of Integrated Marketing

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Communications (IMC). Significant topics include print, electronic, and digital media production, evaluation of media channels and promotion performance, public relations, and societal influences on the management of promotions and advertising campaigns. 4 s.h.
Prerequisite: BUSA 2250

BUSA 3620 Organizational Behavior. An exploration of how individuals function in highly organized social systems with an emphasis on perception, motivation, job satisfaction, leadership, power, influence, training, and learning 4 s.h.
Prerequisite: BUSA 2251

BUSA 3640 Service Marketing Strategies. This course examines marketing strategies for services. Theories, principles, applications, and case studies for the service industry are explored. Major topics include customer specifications, aligning service design and standards, and delivering, performing, and managing service requirements..... 4 s.h.

BUSA 3650 Marketing Research. This course is designed to enable students to understand the market research process for marketing insights as well as develop the analytical tools necessary for such research. An emphasis is placed on the importance of adequate research to effective marketing campaigns. Problem formulation, research design, primary data collection, types of information and measurement scales, and evaluation and utilization of secondary data will be discussed. Other topics include focus groups, exploratory research, casual research survey design, sampling, qualitative and quantitative data analyses and interpretation. Additional focus will be placed on digital marketing and social media marketing research and analysis..... 4 s.h.
Prerequisite: BUSA 2250

BUSA 3660 Consumer Behavior. A study of consumer behavior and theory. Topics include the consumer decision-making process, segmentation, targeting, positioning, and brand loyalty. Course also emphasizes the development, implementation, and

evaluation of effective marketing strategies based on these concepts 4 s.h.
Prerequisite: BUSA 2250

BUSA 3680 Promotion Strategies. A study of the promotion strategies within the marketing function. Emphasis is on planning, creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers. The societal impact and ethical aspects of promotion are considered....4 s.h.
Prerequisite BUSA 2250

BUSA 3740 Professional Development Strategies. This course allows students to explore what is necessary to succeed in their chosen major, to further develop those skills for employment immediately after graduation, and to develop strategies for long-term career success. Not open to freshmen; must be completed prior to internship 1 s.h.

BUSA 3750 Project Initiation and Planning. This course examines the key concepts to efficiently and effectively manage work that is organized into a project. Topics include identifying projects based on strategy, developing a functional project charter, obtaining buy-in for key stakeholders, developing a project budget, organizing work into tasks, and developing a project schedule.....4 s.h.

BUSA 3751 Project Execution and Control. This course examines the key factors that a project manager must monitor to oversee the work in a project. Topics include project cost management, schedule management, task management, the benefits of key performance indicator charts, and contract management. 4 s.h.

BUSA 3752 Managing Project Conclusion and Assessment. This course examines the importance of ending a project in a way that can benefit future projects. Documenting lessons learned during a project may be of value to future projects, especially if the projects are in a portfolio (i.e., a collection of similar projects.) 4 s.h.

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BUSA 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

BUSA 3841 Federal Taxation. An introduction to the taxation of individuals, partnerships, and corporations. Computerized tax preparation will be introduced using sample returns..... 4 s.h.
Prerequisite: BUSA 2301 or concurrent enrollment

BUSA 3850 Small Business Entrepreneurship. This course examines the development and management of the business venture. Topics include the innovation idea; the development of business and financial plans, feasibility studies, alternative models of financing, and the launching of the business venture..... 4 s.h.
Prerequisite: ECON 2000, BUSA 2250, BUSA 2251, and 2301 or concurrent enrollment

BUSA 3900 Special Topics. Guided research in special topics selected by conference between instructor and student. The proposal must be approved by instructor and reviewed by the department in advance of registration..... credit to be arranged

BUSA 4001 Business Policy and Strategic Management. A capstone course required of all graduating seniors in Business and Economics which seeks to integrate the concepts, techniques, and knowledge from business administration and economics courses. Its primary focus is on strategic, ethical decision-making and servant leadership. This course culminates with a dynamic computer simulation case..... 4 s.h.
Prerequisite: Open only to graduating seniors

BUSA 4230 Sales Management and Professional Selling. This course explores the buyer-seller relationship, sales skills development, sales strategy,

and related marketing. The course specifically focuses on management of the sales process from lead generation and prospecting to customer relationship management, covering all interrelated aspects of development, planning, interpersonal communication, ethics, and professionalism 4 s.h.
Prerequisite: BUSA 2250

BUSA 4790 Marketing Management. This course emphasizes the roles and responsibilities of marketing executives to analyze marketing opportunities and problems, plan marketing objectives and strategies, and implement, control, and evaluate marketing programs. The case study method is used, and students are required to develop a formal marketing plan for an organization 4 s.h.
Prerequisite: BUSA 2250

BUSA 4810 Advanced Accounting. A study of special topics in financial accounting, including business combinations, fund accounting and foreign exchange transactions 4 s.h.
Prerequisite: BUSA 3110 or concurrent enrollment

BUSA 4820 Advanced Cost Accounting. An advanced study of (1) cost accounting; job order, process, and activity-based cost accounting systems and (2) managerial accounting as a decision support information system, helping managers make decisions regarding pricing, product mix, and resource allocation 4 s.h.
Prerequisite: BUSA 2301, 2302

BUSA 4870 Principles of Auditing. The theory and practice of auditing and the standards used in the development of auditing techniques. The course examines audit practices for public and nonpublic organizations.....4 s.h.
Prerequisite: BUSA 3110

BUSA 4890 Business Principles Seminar: Statistics. This course has been carefully designed to sharpen the graduate learner's skill in quantitative analysis to make the quantitative and research methods course more productive and rewarding. Topics include coverage of basic spreadsheet analysis and inferential and

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descriptive statistics. This course is two weeks long and is exclusively online 0 s.h.

BUSA 4891 Business Principles Seminar: Economics.

This course has been carefully designed to sharpen the graduate learner's skill in economics analysis to make the Managerial Economics course more productive and rewarding. Topics include coverage of microeconomics. This course is two weeks long and is exclusively online..... 0 s.h.

BUSA 4892 Business Principles Seminar:

Accounting. This course is designed to give the graduate business student an introduction to accounting. It is not a comprehensive course but a preparation for a more comprehensive course that the student will take during the progress of the graduate program. This course is for the student who either has no prior exposure to accounting or that exposure was long enough ago as to be effectively not useful to the student. This course is two weeks long and exclusively online..... 0 s.h.

BUSA 4893 Business Principles Seminar: Finance.

This course is carefully designed to equip learners with fundamental skills and understanding of financial analysis. Topics include coverage of basic financial statement analysis and time value of money. This course is two weeks long and exclusively online 0 s.h.

BUSA 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business..... 0 s.h.

BUSA 5010 Leadership. The course examines the leadership process as an influence relationship among leaders and followers. A central tenet of this course is that leadership can be learned. The course explores

important organizational and behavioral issues in the leader-follower relationship; including the evolution of leadership theory, personal characteristics of leaders and followers, motivation and empowerment, teamwork, power, and influence, and change management.....3 s.h.

BUSA 5020 Managing for Organizational

Effectiveness. This course addresses the critical need of managing human resources for organizational effectiveness. Topics include motivating individuals and teams, performance evaluation, distribution of power, information, and resources; intervention in systems; and creation of change-oriented cultures.3 s.h.

BUSA 5030 Quantitative and Research Methods.

This course is an introduction to quantitative research methods in business. It addresses the various purposes and approaches to conducting research, studies the research process, and develops methods of analyzing data using statistical software as a tool to aid in management decision-making. Emphasis is on understanding the concepts of statistical analyses, choosing appropriate tools and procedures to use in a given context, using the computer to carry out the procedures, and then interpreting the computer results within the given context. Graduate learners will have an opportunity to synthesize these concepts as consumers of research (by critiquing published research) and as producers of research (quantitative analysis is built into the remaining elements of the business program) 3 s.h.
Prerequisite: BUSA 4890 or a signed course waiver

BUSA 5040 Economics of Organizational

Architecture and Strategy. This course is designed to expand the graduate learner's understanding of how economic analysis can help corporate managers maximize firm value. Management theory has long recognized the importance of thoroughly assessing a firm's internal and external environments as a foundation for strategic and operating initiatives. A thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Accordingly, this course will concentrate on the use of economic tools to enhance

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the effectiveness of strategic positioning and organizational structure. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems 3 s.h.
Prerequisite: BUSA 4891 or a signed course waiver

BUSA 5050 Marketing. Marketing Management encompasses an extensive range of activities and concepts and is based on the systems approach to management. Today, marketing takes place in a very dynamic marketplace where national economies are being affected by globalization and technological changes. This course provides managers with a broad overview of marketing principles for both for-profit and not-for-profit organizations, including an emphasis on customer/client satisfaction and advanced marketing strategies. Graduate learners are given the opportunity to perform case analysis and develop a marketing plan. 3 s.h.

BUSA 5051 Promotions and Advertising Strategy. An advanced study of the promotion strategies within the marketing function. Emphasis is on planning creating, and evaluating effective advertising, sales promotion, and publicity programs to communicate among producers, intermediaries, and consumers 3 s.h.

BUSA 5053 Marketing Research and Analysis. A study of market research theory and techniques. Orientation to research design, questionnaire design, primary data collection, sampling of human populations, data analysis, and research report writing. Designed to promote the understanding of the interrelationship between marketing research and marketing management 3 s.h.

BUSA 5060 Managerial Communication. Professional managers must develop effective communication skills to enhance their ability to inform and motivate many interest groups: employees, supervisors, stockholders, clients, and other professionals. Assuming a managerial role, students prepare oral and written presentations for study groups and faculty. Students learn through feedback from individual reports, cases, letters, emails, and memos. In

addition, teams will participate in the exercises in which students fill the role of executives in a business environment.....3 s.h.

BUSA 5061 Accounting for Managerial Decision-Making. This course focuses on Cost centers and profit centers, examines cost accounting, job order process, and activity-based cost accounting systems, and managerial accounting as a decision support system. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems 3 s.h.
Prerequisite: BUSA 4892 or a signed course waiver

BUSA 5062 Strategic Financial Management. This course is designed to help managers understand financial analysis so that they can work effectively with financial decision-makers in organizations. Topics covered include financial statement analysis, risk and return, discounted cash flow analysis, cost of capital, capital budgeting, long-term financing, and working capital management 3 s.h.
Prerequisite: BUSA 4893 or a signed course waiver

BUSA 5066 Managing Information Systems. This course focuses on management's role in planning, designing, implementing, and controlling information systems (IS). Information is a critical organizational resource. Topics include recent technological advances in hardware and software, systems design and applications development, end-user computing, telecommunications, management of systems projects, the role and organization of the IS function in the firm, strategic planning of information systems, and the use of information for competitive advantage 3 s.h.

BUSA 5069 Business Law. This course addresses legal problems confronting professionals in business. It focuses on sources of law, contracts, torts, employment, business organizations and other areas of interest to managers, business owners, and others in the business arena. Course work is targeted toward the practical application of rules of law in the workplace 3 s.h.

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BUSA 5090 Strategic Management. In this course, graduate learners examine strategic processes that influence the direction of an organization. Graduate learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders..... 3 s.h.

BUSA 5200 Building Competitive Advantage—Human Resource Development. This course gives the graduate learner the opportunity to study, in a seminar setting, the most recent thinking on building competitive advantage through human resource development (HRD). An integrated portfolio of topic areas and the opportunity to present current, relevant strategies and resources in today's organizations will be focused upon throughout the course (elective) 3 s.h.

BUSA 5201 Operations Management. An advanced study of the field of operations management and decision theory as related to business, economic, and industrial decision-making in a changing global and technological environment. Emphasis is placed on the business processes that transform organizational and human resources into value-added goods and services. Extensive use of the spreadsheet as a decision support tool is integrated throughout the course 3 s.h.

BUSA 5202 Managing Risk in Human Resources. This course provides the graduate learner an opportunity to learn about managing risk in Human Resources. An integrated portfolio of topics including legal compliance, disaster preparation, business continuity/ recovery planning, financial implications of managing risk, the employee-supervisor relationship, and Human Resources related audits will be covered 3 s.h.

BUSA 5203 Training and Development of Human Resources. This course provides the graduate learner an opportunity to learn about managing training and development in Human Resources. An integrated

portfolio of topics including learning theories, needs assessment, conducting training, facilitating employee development, and determining Return On Investment (ROI) will be covered.....3 s.h.

BUSA 5300 Strategic Marketing Planning. This course examines the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures (elective).....3 s.h.

BUSA 5400 International Business Practicum. Designed to integrate field experiences in international business with the major theoretical and analytical developments in the field of international business and management. (elective, additional fees required) ...3 s.h.

BUSA 5550 Project Management Essentials. This course will focus on the essential activities of project management that include planning, implementation, scheduling, project control, closure, and termination. Additionally, the course will provide a generic approach and perspective to the project management process 3 s.h.

BUSA 5560 Project Management Body of Knowledge. This course utilizes a holistic approach that provides students with the skills and knowledge to manage technology, human resources, culture, stakeholders, and other diverse elements necessary to complete a project successfully. Utilization of leadership, team building, conflict resolution, negotiation, and influence in equal amounts with traditional technical skills of any field will be practiced 3 s.h.

BUSA 5570 Project Process Architecture. The focus of this course is Project Process Architecture (PPA), which is a methodology specifically designed for IT/Business Projects so that movement through the projects can be accomplished at an accelerated pace. The student will be exposed to a process that involves 6 Stage Gates and 33 Steps, all of which are similar but

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uniquely different from the Process Groups and Knowledge Areas of Project Management Body of Knowledge. The process that will be mastered in this course has been successfully used in the following industries: banking, publications, manufacturing, finance, insurance, healthcare, education, apparel, communications, non-profits, and public organizations 3 s.h.

BUSA 5600 Business Developing and Networking

Experience I. This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner's networking skills, to familiarize them with the changing business environment and to develop strategies for long term career success..... 0 s.h.

BUSA 5601 Business Developing and Networking

Experience II. This pass/fail course is intended to make the MBA program more productive and rewarding for the student. It is designed to increase the graduate learner's networking skills, to familiarize them with the changing business environment and to develop strategies for long-term career success..... 0 s.h.

BUSA 5610 Systems Analysis. This course covers the project design and management of information systems in an organization. This course includes information about needs analysis, systems integration, and project management required to lead information systems projects in the modern firm. This is the first course of three in the MIS Specialization 3 s.h.

BUSA 5620 Information Security and Risk

Management. This course covers the management requirements for identifying, auditing, and managing information systems security practices for the modern firm. The course includes information systems policy development, legal requirements of protected information handling, and information systems risk management and mitigation. This is the second course of three in the MIS Specialization..... 3 s.h.
Prerequisite: BUSA 5610

BUSA 5630 Strategic Management of Information

Systems. This course will cover the management of information systems as an element of the overall strategy of a modern firm. The course includes information systems management, information systems as a source of competitive advantage, and the role of information systems in a globalized workplace 3 s.h.
Prerequisite: BUSA 5610, 5620

BUSA 5710 Entrepreneurship Accounting and

Finance. This course examines the initial financing of a small business including development of financial plans, alternative methods of financing, financial analysis and planning as well as the management of financial resources. The course will include the development of an accounting system, the early stages of the accounting process, and using accounting information to make managerial decisions 3 s.h.

BUSA 5720 Small Business Management and Social

Entrepreneurship. This course will explore the entrepreneurial mindset in the 21st century and how to implement an entrepreneurial venture in today's global business environment. It will include how to begin an entrepreneurial venture including the development of a business plan and strategies to successfully grow and expand the new business in a sustainable and ethical manner..... 3 s.h.

BUSA 5730 Applied Management Science. This course emphasizes the application of quantitative models to complex business situations and the communication of model results to business executives. The quantitative topics addressed in the course are linear programming, inventory control models, time series and causal forecasting models, and the critical path method for project management..... 3 s.h.

BUSA 5800 Internships/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative

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Education, see the Internship/Cooperative section under the Academic Policies section..... 2 s.h.

BUSA 5990 Comprehensive Assessment. Graduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met. Comprehensive assessment in business..... 0 s.h.

CHEMISTRY

CHEM 1010 Introduction to Chemistry. This course develops the student's understanding of chemical principles at an introductory level and the application of quantitative problem solving to these principles. It also develops the understanding of how chemistry relates to current technical issues in society..... 4 s.h.

CHEM 1110 General Chemistry I. This course develops the student's understanding of the fundamental principles of chemistry and the application of quantitative problem solving to these principles. The course also provides a foundation of chemical knowledge needed for further study in many key areas of science. 4 s.h.

CHEM 1120 General Chemistry II. Atomic and molecular structure, chemical bonding, the kinetic-molecular theory, oxidation-reduction, and equilibria. Introduction to kinetics, nuclear chemistry, electrochemistry, organic, and biochemistry. Three hours of lecture, three hours of laboratory each week 4 s.h.
Prerequisite: CHEM 1110

CHEM 2110 Organic Chemistry I. A study of the structure, functional groups, syntheses, reactions of organic compounds, introduction to spectroscopy, and reaction mechanism. Three hours of lecture, four hours

of laboratory each week..... 4 s.h.
Prerequisite: CHEM 1110, 1120

CHEM 2120 Organic Chemistry II. A study of the structure, functional groups, syntheses, reactions of organic compounds, introduction to spectroscopy, and reaction mechanism. Three hours of lecture, four hours of laboratory each week..... 4 s.h.
Prerequisite: CHEM 1110, 1120, 2110

CHEM 3000 Analytical Chemistry I. Theory and methods of volumetric and gravimetric analysis with an introduction to instrumental methods of analysis. Two hours of lecture, six hours of laboratory each week..... 4 s.h.
Prerequisite: CHEM 1110, 1120

CHEM 3125 Environmental Chemistry. This course examines the chemistry of Earth's atmosphere and water resources, focusing on how pollutants and emissions affect these systems. Students will study the chemistry of current energy sources, their role in climate change, and approaches to greener solutions, such as biofuel production, CO₂ capture, and non-petroleum-based plastics. This course also explores water purification chemistries, alternative material chemistries to prevent pollution, and chemical strategies to replace broad-spectrum pesticides with more targeted ones. Emphasis is placed on applying chemical principles in the pursuit of sustainable solutions to relevant environmental challenges..... 4 s.h.
Prerequisite: CHEM 1110, 1120
Recommended: CHEM 2110

CHEM 3200 Analytical Chemistry II. Theory and methods of instrumental analysis and separation. Two hours of lecture, six hours of laboratory each week 4 s.h.
Prerequisite: CHEM 1110, 1120

CHEM 3300 Advanced Organic Chemistry. This course covers topics in organic chemistry more advanced than those covered in CHEM 2120. The lecture will focus on topics such as stereochemistry, reaction mechanisms, organic reactive intermediates, and organic synthesis..... 4 s.h.
Prerequisite: CHEM 2110, 2120

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CHEM 3500 Forensic Chemistry. This course approaches the challenges, methods, and analyses of forensic science from a fundamental, chemical perspective. Topics include drug analysis, arson investigation, and the analysis of paint and residue samples (e.g. gunshot). The course objective is to train students in chemical tools that are in current commercial use 4 s.h.
Prerequisite: CHEM 1110, 1120, 2110, 2120, 3000, or permission of instructor

CHEM 3600 Inorganic Chemistry. A study of the principles of inorganic chemistry. Topics include atomic theory, chemical bonding, the periodic system, acid base theories, complex ions, and organometallics 4 s.h.
Prerequisite: CHEM 1110, 1120, 2110

CHEM 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

CHEM 3900 Special Topics. Open only to advanced students with the consent of the department credit to be arranged

CHEM 4000 Physical Chemistry I. Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory 5 s.h.
Prerequisite: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

CHEM 4200 Physical Chemistry II. Theoretical principles of gases, liquids, solids, atomic and molecular structure, elementary thermodynamics and thermo-chemistry, solutions, reaction kinetics, chemical equilibria, phase rule, colloidal systems, catalysis, electrochemistry, photochemistry, and radiochemistry. Three hours of lecture, six hours of laboratory 5 s.h.
Prerequisite: CHEM 1110, 1120; PHYS 2210, 2220 and MATH 2350, 2360

CHEM 4930 Chemistry Capstone*. To meet the college requirement of comprehensive assessment, chemistry majors will enroll in this 1 credit course the last semester of their senior year. The course will be an independent study which is designed to help each student review the chemistry content from their four years of study. There will be a letter grade assigned, and as with every other major requirement, the student will be required to pass the course (C- or higher) to graduate. Student performance will be evaluated based upon a series of exams and a final..... 1 s.h.
*Not designed for transfer

CHEM 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a major in Chemistry students must earn a passing grade on the Chemistry Department Comprehensive Assessment Exam 0 s.h.

CRIMINAL JUSTICE

CRJU 1500 Introduction to Criminal Justice. This is an introductory course for the Criminal Justice program. It is a survey of the history and function of the different sections of the American criminal justice system including courts, corrections, and law enforcement. Additional topics will include the future of the justice system as well as an introduction to alternatives to our current justice responses 4 s.h.

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CRJU 2500 Criminal Investigation for Forensic Science. This course is an introduction to the criminal justice system's use of forensic science technology. The focus will be on collecting and preserving evidence, learning forensic science technologies, and presenting evidence in court. Current research, hands-on exercises, and mock crime scenes will be used 4 s.h.

CRJU 2610 Criminal Procedure. This course is designed to survey the foundations of our criminal course system as defined in the U. S. Constitution, Federal, and State laws. Topics will include due process and procedure of criminal courts. Special emphasis will be placed on the safeguards provided to citizens in the U.S. Constitution 4 s.h.
Prerequisite: CRJU 1500

CRJU 2620 Criminal Law. Criminal Law examines state and federal crimes of the United States. This course provides an historical overview of the philosophy and foundations of criminal law and examines elements of crime, purposes, and functions of law, and the limits of law. It also covers topics such as defenses to prosecution 4 s.h.
Prerequisite: CRJU 1500

CRJU 2800 Serial and Mass Murders. This course explores current research and case studies of serial killers and mass murders. Topics of discussion will include profiling, behavioral case studies, typologies, the history of these phenomena, and our culture's fascination with this behavior 4 s.h.

CRJU 2900 Special Topics in Criminal Justice. This course will cover different topics within the study of criminal justice. A slate of topics including Serial and Mass Murder and Race, Gender, and Crime will be rotated with every offering 4 s.h.
Prerequisite: CRJU 1500

CRJU 3000 Juvenile Justice. This course will provide an overview of the beginnings and philosophy of the juvenile justice system in the United States. There will be a focus on theories of delinquency, special interventions for juveniles, status offenses, drug crime, and gangs. Important court cases and the

constitutional rights of juveniles will also be discussed.....4 s.h.
Prerequisite: CRJU 1500

CRJU 3100 American Systems of Corrections. American Systems of Corrections is an overview of the history and development of the punishment system in the United States. Discussion will include the genesis of our current system and how other countries shaped its formation. There will also be an emphasis on the goals and types of punishments, alternatives to incarcerations, and capital punishment. Christianity's influence on historical penitentiaries and modern correctional facilities will also be a focus 4 s.h.
Prerequisite: CRJU 1500

CRJU 3110 American Policing. American Policing will provide a broad survey of the history and progression of law enforcement in America beginning with its early relationship to British law enforcement. The focus will be on understanding law enforcement as a type of social control. We will also analyze the use of policy in shaping law enforcement practices and techniques as well as the special problems associated with this type of employment such as stress.....4 s.h.
Prerequisite: CRJU 1500

CRJU 3330 Research Methods in Criminal Justice. Research Methods in Criminal Justice will include an examination of qualitative and quantitative methods of social science research with an emphasis on criminal justice theory and policy. Various research strategies, including sample surveys, observation, experiments, and evaluation, are discussed.....4 s.h.
Prerequisite: CRJU 1500

CRJU 3440 Applied Research Methods. This course will focus on the use of statistical methods in the analysis and interpretation of research in the field of criminal justice. Topics of discussion will include how research and statistics are used to better understand criminology, human behavior, and criminal justice policy 4 s.h.
Prerequisite: CRJU 1500

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CRJU 3600 Theories of Criminology. Theories of Criminology will include focused discussions on the analysis of the major criminological, sociological, and psychological theories that seek to explain why people commit crimes and how people become victims of crimes 4 s.h.
Prerequisite: CRJU 1500

CRJU 3650 Victimology. The Victimology course provides an overview of theories of victimology and its evolution. The course will examine victim variations based on the types of crime and the effects of victimization. Case studies will be used. Topics also include measuring victimization and how best to support victims..... 4 s.h.

CRJU 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

CRJU 4000 Race, Gender, Class, and Crime. This course will examine the experiences of individuals within the criminal justice system based on their race, gender, and social class. Specifically, rates of criminal offending, types of criminal offending, and victimization will be studied. 4 s.h.
Pre-requisite: CRJU 1500

CRJU 4200 Ethics and Justice. This course includes discussion of the different ethical issues faced by criminal justice professionals such as prosecutorial and judicial misconduct, corrections issues, and law enforcement deviance. The examination of different ethical dilemmas and scenarios will be used..... 4 s.h.
Prerequisite: CRJU 1500

CRJU 4550 Criminal Justice Policy. This course discusses current issues in criminal justice policy and criminology research. This course will deal with new

research and policy implications in a wide range of areas. Topics will include research methodological issues, police operations, correctional treatment programs, court and legal issues, gun control, corrections, and drug issues..... 4 s.h.
Prerequisite: CRJU 1500

CRJU 4600 Alternatives to Justice: Restorative Justice. This course focuses on alternatives to the traditional ways crime is addressed by the criminal justice system and how they can be implemented in our current system. Students will examine ways they can be agents of cultural transformation in the lives of the citizens they interact with over the course of their careers. Discussion will focus on alternatives to our current justice system 4 s.h.
Prerequisite: CRJU 1500

CRJU 4990 Comprehensive Assessment. Upon completion of all criminal justice coursework, students will take a comprehensive examination to demonstrate competency in the field. The exam will be taken at the student's assigned campus, online, or at an ETS testing center. Students must make a passing grade to meet this requirement. The passing grade is based on nationally normed data and must be higher than two standard deviations below the mean for that academic year. If students do not receive a passing score, they will have the opportunity to complete and pass either a program portfolio demonstrating their coursework during the program or to complete a departmental exam 0 s.h.

DIGITAL MEDIA ART AND DESIGN

DMAD 1500 Introduction to Web Presence and Social Media Strategy. This course will introduce students to the practice of web publishing, the basic principles of social media strategy, and web integration. Students will explore how to effectively utilize current digital media tools and applications for communication and content curation on the Internet. Furthermore, the proper use of web publishing tools, content management systems, and multimedia software will be demonstrated at an introductory level 4 s.h.

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DMAD 1600 Media Production. This course is an introduction to hardware and software management for the Macintosh Computing platform. Topics include creating a personal data management system and workflow, general maintenance, trouble shooting and repair of Macintosh software and hardware. This course also serves as an introduction to multimedia creation and publishing with an emphasis on creating professional, engaging presentations using the Macintosh environment. This class will prepare students for a broad range of media projects as well as proficiency in the major tool of a digital creative, the Macintosh computer 4 s.h.

DMAD 2000 History of Photography. This class is a survey of the history of photography. We will discuss photography's creation as an art form, as a method of communication, as a social responsibility and contemporary photography in a global context. We will also discuss major movements within photography through the prominent artists of the medium to provide an understanding of their influence on photography as we know it today 4 s.h.

DMAD 2200 The Arts in Historical Context. This course will explore important works of visual art/ photography, film/theatre, and music and their place in world history. Through a series of reading, lectures, and writings, students will learn to better "read" art and understand its place in society..... 4 s.h.

DMAD 2400 Introduction to Visual Rhetoric and Graphic Design. This course exposes students to the concept of visual rhetoric, invites them to create their own working definition of that term, and demands that they demonstrate their understanding of both traditional concepts of rhetoric with words that use implied visuals and 21st century concepts of rhetoric that incorporate explicit visuals. The course touches on semiotics, design theory, and classical rhetoric as well as explores the meaning of visual literacy and how that skill/awareness changes communication, persuasion, and storytelling. Students will analyze texts on pages and screens and design texts for print and digital application to show their developing understanding of human communication through media 4 s.h.

DMAD 2900 Project Lab I. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around personal vision and creating identity..... 2 s.h.
Prerequisite: PHOT 2010

DMAD 3000 B&W Darkroom. This course offers an introduction to silver-based black and white photography and darkroom practices. Through multiple and varied class projects, lectures, critiques, and demonstrations, the course is designed to give students a basic understanding of black and white film capture, as well as photographic silver gelatin printing techniques. Students will explore the medium of analog photography while improving their skills in composition, image capture, and printing..... 4 s.h.
Prerequisite: PHOT 1010 or PHOT 2010

DMAD 3020 DSLR/DSLM Video Production. This course explores the production, presentation, and publishing of advanced media elements through project-based scenarios. Students will study advanced digital video capture, audio capture, editing, and various venues for release of finished products 4 s.h.
Prerequisite: PHOT 2010, PHOT 3010

DMAD 3030 Advanced Lighting. This course presents advanced theory and technical application of photographic lighting as it applies to imaging and video. Topics include location and studio management, professional application, and personal creative vision 4 s.h.
Prerequisite: PHOT 2010, PHOT 3010

DMAD 3200 Imagery in Society. This course is an introduction to imagery in the mediums of photography, web, video, and animation as they relate to digital media's impact on society through the exploration of concepts and technique 4 s.h.

DMAD 3410 Multipage Design. This course is an introduction to procedures to create, plan, and produce visual communication design. Emphasis is on acquiring and working with visual vocabulary to gain

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mastery of conceptual and creative procedures by learning technical skills that translate ideas and concepts into visual design and graphic imagery... 4 s.h.
Prerequisite: DMAD 2400

DMAD 3420 Branding and Identity Design. In this course, students will apply graphic design theory to create conceptual approaches for communicating ideas visually. Through a series of assignments, students will plan, develop, manage, and execute projects for multiple platforms including print and digital media. The emphasis of the course is to create practical design materials while developing a professional portfolio..... 4 s.h.
Prerequisite: DMAD 2400

DMAD 3640 Digital Media Business Practices. This course is an introduction to the management of a digital media company. Students will be introduced to basic business concepts, including the legal formation of a business, financial management tools and techniques, business communications, and an introduction to marketing concepts. Topics include the development of a business idea; crafting a business and financial plan; alternative models of financing, marketing, and launching. The ultimate outcome of this course will be to develop creative individuals with the entrepreneurial and managerial skills necessary to conceive, launch, and manage a sustainable digital media enterprise in the increasingly complex economic environment of contemporary artmaking..... 4 s.h.

DMAD 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative Education Policy credit to be arranged

DMAD 3900 Project Lab II. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and

produce bodies of work centered around personal vision and creating 2 s.h.
Prerequisite: DMAD 2900

DMAD 4020 Advanced Web. This course covers development of logical and efficient site structures, importation and use of a variety of graphic file formats, color management for online publication and successful utilization of typography. Using HTML and CSS, students will design, construct, and publish a professional personal website. Emphasis is placed on successful publishing and management of the student's own work. Students will become familiar with Content Management software and the integration of JavaScript for animation and interactive elements..... 4 s.h.

DMAD 4900 Project Lab III. This course gives students the opportunity to research and create work to build a portfolio that exemplifies their technical skill and their identity as an artist. Students will conceptualize and produce bodies of work centered around a personal vision and creating identity..... 2 s.h.
Prerequisite: DMAD 3900

DMAD 4990 Comprehensive Assessment. Comprehensive assessment in Digital Media Art & Design demonstrates competency in the graduating student's major field with a capstone project and an exhibition. Students must earn a grade of C- or higher on the capstone project..... 0 s.h.

ECONOMICS

ECON 2000 Introduction to Economic Principles. This course covers both micro-economic theory (theories of demand, supply, production, cost, and market structures) and macroeconomic theory (theories of economic institutions, GDP, unemployment, and inflation) 4 s.h.

ECON 3250 Money and Banking. A theoretical and analytical approach to financial institutions, regulations in the banking system, central banking, and monetary policy and control..... 4 s.h.
Prerequisite: ECON 2000

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ECON 3260 Intermediate Microeconomic Theory. A study of selected areas of advanced price theory and their applications. This course balances theories with real-world applications 4 s.h.
Prerequisite: ECON 2000

ECON 3270 Intermediate Macroeconomic Theory. A study of the various theories of aggregate income determination and of inflation, unemployment, and business cycles. The course will also study the various views of the feasibility of counter-cyclical stabilization policy and demand management..... 4 s.h.
Prerequisite: ECON 2000

ECON 3280 Issues in Political Economy. The course studies the interaction between government and markets. For example, the conflicts between efficiency and the politically favorable, the dilemma of political failures and market failures. The course will also provide a forum to integrate economics and political science as we discuss current events; for example, healthcare, income inequality, and international trade 4 s.h.
Prerequisite: ECON 2000

ECON 3290 Managerial Economics. Students will learn how to apply economic theory, principles, and techniques to business decision making..... 4 s.h.

ECON 3810 Economic Issues in Public Policy and Current Events. This course is intended to be a capstone course for students pursuing the Economics Track or Minor. This course helps students develop skills in writing about, discussing, interpreting, and presenting economic policy analysis. In this class, we will analyze selected policies in a variety of formats: lectures and class discussions, as well as oral and written presentations by individual students on their own topics..... 4 s.h.
Prerequisite: ECON 3260 and ECON 3270 or approval by Instructor

ECON 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills

by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

ECON 3900 Special Topics. Guided research in special topics selected by conference between the instructor and student. The proposal must be approved by the instructor and reviewed by the department in advance of registration..... credit to be arranged

ECON 5900 Graduate Research Hours in Economics. Supervised student activities on research projects identified on an individual or small-group basis 0 s.h.

EDUCATION

EDUC 1500 Foundations of Lesson Planning. This course provides application of pedagogical theory and practice that focuses on creating effective lesson plans for teaching. Topics include curriculum and instruction, student diversity and classroom management with emphasis on developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. This course must be passed as one of the requirements for Admission to the Teacher Education Program for AGS students.....2 s.h.

EDUC 2030 Introduction to Teaching, K-Grade 12. This course provides an initial orientation to the King Teacher Education Program, including the process for application to Teacher Education. Course content includes an overview of curriculum and instruction, student diversity and classroom management. Students are expected to begin the development of the Teacher Education electronic portfolio.....2 s.h.
Corequisite: EDUC 2031

EDUC 2031 Introduction to Teaching Practicum, K-Grade 12. This course is a supervised practicum to accompany EDUC 2030. Students are expected to observe in public school classrooms and in non-

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traditional settings that offer exposure to diverse student populations 1 s.h.
Corequisite: EDUC 2030

EDUC 2370 Reflective Teaching: Planning for Classroom Instruction. This course emphasizes instructional planning, including developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to observe in classrooms as a part of this course..... 3 s.h.
Prerequisite EDUC 2030/2031

EDUC 2800 Fundamentals of Pedagogy. This course provides an overview of pedagogical theory and practice that accompanies effective teaching. Topics include curriculum and instruction, student diversity and classroom management with emphasis on developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to complete assignments of the Teacher Education electronic portfolio, and to complete observation hours in public school classrooms and in non-traditional settings that offer diverse student populations 4 s.h.

EDUC 2900 Foundations of Education. A study of the historical, philosophical, and sociological forces that shape the theory and practice of education in the United States today. Traces the development of educational concepts and principles, analyzes culture patterns which affect the learning process, and examines the relationship between the school and society 3 s.h.

EDUC 2950 Technology for Teachers. A course designed to prepare teacher candidates to integrate 21st century classroom technologies and multi-media-based technologies into the classroom. Students will develop beginning abilities to promote different learning strategies using various modern technology tools. Ability to utilize a software presentation for use on a computer projection system will be an integral part of the course. Limited to Teacher Education candidates without consent of instructor..... 2 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3120 Principles of Grammar and Writing: ESL. This is the study of grammar and syntax of the English language as it relates to the teaching of writing to non-native speakers of English. Students will be exposed to principles of phonology, grammar, mechanics, syntax, and composition, enabling them to be effective in adapting course content appropriate for ESL students at varying levels of English proficiency ...2 s.h.

EDUC 3140 Teaching Social Studies PreK-6. Teaching Social Studies PreK-6 is an elective course for those who may be graduating with a minor in education, but without a TN teaching license. This course involves the study of best practices of teaching social studies to diverse populations of elementary school students. Emphases will be implementing current standards for social studies, incorporating literacy (reading, writing, speaking, listening) into engaging lesson plans, developing an awareness of current events, and understanding participatory citizenship. 3 s.h.

EDUC 3150 Teaching Science PreK-6. Teaching Social Studies PreK-6 is an elective course for those who may be graduating with a minor in education, but without a TN teaching license. This course involves the study of best practices of teaching science to diverse populations of elementary school students. Emphases will be implementing current standards for science into lessons with demonstration, discovery, and inquiry. Safety principles will be coordinated with every science investigation.....3 s.h.

EDUC 3160 Teaching with High Quality Instructional Materials. Students in this course will develop use of best practices using HQIM. The students will move to mastery of the presented HQIM objectives aligned with the TN state standards 2 s.h.

EDUC 3170 Literacy Development and Reading Instruction in the Elementary Grades. This course is a survey of traditional literacy development spanning from emerging literacy skills and behaviors in early childhood through intermediate “reading to learn”

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literacy skills in late middle grades. This course is based on the science of reading and requires 15 hours of field experience in literacy instruction. 4 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3190 Literacy Assessment and Intervention.

The students in this course will examine assessments in literacy instruction as a basis to inform instruction and interventions for struggling readers. They will plan and implement progress monitoring in order to facilitate explicit and tiered instruction for all learners and analyze best practices for reading assessment and instruction. 20 hours of field experience of direct experience in grade K-5 are required. 3 s.h.

EDUC 3360 Introduction to Linguistics.

Explores social and psychological bases of language acquisition and use. Considers cultural and regional variation, and implications of language variety on literacy development among non-native English speakers 2 s.h.
Prerequisite EDUC 3170

EDUC 3390 Secondary Curriculum and Methods.

This course is a survey of general secondary teaching methods, materials, classroom management, and assessment. 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3392 Content Specific Practicum, Elementary

Music Education. Supervised fieldwork and teaching in elementary music education to accompany Elementary Music Methods 1 s.h.
Prerequisite: Admission to Teacher Education
Corequisite: EDUC 3541

EDUC 3393 Content Specific Practicum, Secondary

Music Education. Supervised field work and teaching in secondary music education to accompany Secondary Music Education Methods 1 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800
Corequisite: EDUC 3542

EDUC 3394 Content Specific Practicum, Secondary

Instrumental Music Methods. Supervised fieldwork

and teaching in secondary instrumental music to accompany Secondary Instrumental Music Methods 1 s.h.

EDUC 3540 Elementary Math Methods. This course is designed to survey materials and methods appropriate for teaching mathematics in elementary schools and to develop instruction and assessment skills and knowledge to meet the needs of learners. Fieldwork, content assessments, e-portfolio, lesson plans, and projects provide opportunities for students to develop skills and knowledge for teaching mathematics in a developmentally appropriate and effective manner 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3541 Elementary Music Methods. This course is designed to survey materials and methods appropriate for teaching music concepts to children in elementary and middle schools, and to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades K-6. Individual and group projects, including instructional planning, assessment, and fieldwork, are required components of the course 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800; and MUSC 1010, 1020, 3620
Corequisite: EDUC 3392

EDUC 3542 Secondary Music Methods. This course is designed to survey materials and methods appropriate for teaching music concepts to adolescents in middle school and high school, and to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades 6-12. Individual and group projects, including instructional planning and assessment, and fieldwork, are required components of the course 3 s.h.
Prerequisite: MUSC 1010, 1020, 1110, 2010, 2020, 3020, 3620
Corequisite: EDUC 3393

EDUC 3543 Secondary Instrumental Music Methods. A survey of current instrumental music methods and

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materials appropriate for use in the secondary, public school setting. The course will identify current trends and pedagogical techniques as well as compare, contrast, and evaluate different instructional materials..... 3 s.h.
Prerequisite: EDUC 3541

EDUC 3550 Integrated Related Arts in the Elementary Curriculum. A survey of materials and methods appropriate for teaching of art, music, and physical education in the elementary school curriculum. Emphasis will be placed on integration within the total curriculum. Includes development or materials and participation in physical activities appropriate for school-aged children. Some fieldwork will be expected 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3590 Content Area Reading. Designed to equip teachers to foster literacy skill development among students in secondary and middle grades classrooms in all subjects. The course will provide a background in the developmental process of reading, informal reading assessment, corrective, and remedial practices and procedures. Includes content specific fieldwork in secondary classrooms..... 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3600 Assessment and Evaluation. An analysis of the role of assessment and evaluation of student learning and teaching effectiveness. Includes the study of validity, reliability, standardized testing, norm- and criterion-referenced testing, personality and interest inventories, statistical applications, test data interpretations, and test-item construction. Current school accountability practices will be examined. Students will also develop and apply informal assessment strategies 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

EDUC 3630 Methods and Materials of Elementary Physical Education. In this course, students will develop an understanding of the activities appropriate for elementary school-age children such as physical fitness, rhythmic movement, gymnastics, games, and sports. Includes instructional methods and

development of the ability to implement instruction appropriate to developmental level.....4 s.h.
Prerequisite: PSYC 3050

EDUC 3640 Methods and Materials for Secondary Physical Education. In this course, students will develop an understanding of the activities appropriate for middle school and high school, including physical fitness activities and a variety of individual, dual, and team sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level.....4 s.h.
Prerequisite: PSYC 3050

EDUC 3670 Teaching Individual and Team Sports. A study of the rules, strategies, and performance mechanics of a variety of sports such as basketball, volleyball, soccer, softball, flag football, speedball, golf, tennis, badminton, and racquetball with an emphasis on teaching these sports 4 s.h.

EDUC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

EDUC 3900 Special Topics..... 1-4 s.h.

EDUC 4110 ESL Assessment. Examines formal and informal methods of assessment of language aptitude and competence of LEP students. Emphasis on various approaches and strategies for LEP students, as well as a review of state and federal requirements 2 s.h.

EDUC 4120 Principles of Second Language Acquisition. Explores ESL theory and practice for inclusion of non-native English speakers in public school classrooms.....2 s.h.

Course Descriptions

EDUC 4360 ESL Methods and Materials.

Selection and development of instructional materials and strategies for instruction of non-native English speakers in bilingual and multilingual classrooms. 2 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800; EDUC 2370 or EDUC 1500

EDUC 4380 Practicum in ESL Instruction.

Supervised practicum in assessment and instruction of non-native English speakers in public school classroom during the PreK-12 school year 2 s.h.

EDUC 4390 Secondary English Methods and

Materials. This course is a survey of effective methods, skills, strategies of teaching English/ language arts in the middle and secondary grades. Teacher candidates will apply and explore a variety of theoretically grounded and effective strategies, techniques and methods for teaching English based on Tennessee's Literacy Standards for ELA Middle and Secondary English. It is a requirement of all secondary English candidates 3 s.h.

EDUC 4470 Student Teaching, K-Grade 5. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course..... 10 s.h.

Prerequisite: All courses in the academic major and all professional level Teacher Education courses

Corequisite: EDUC 4950

EDUC 4490 Student Teaching, Grades 6-12. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course..... 10 s.h.

Prerequisite: All courses in the academic major and all professional level Teacher Education courses

Corequisite: EDUC 4950

EDUC 4660 Student Teaching: K-12. This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course.....10 s.h.
Corequisite: EDUC 4950

EDUC 4940 Introduction to edTPA. This online course is designed to introduce the edTPA process to students who are preparing to student teach. The course will offer an overview of the edTPA process and a review of all rubrics associated with edTPA. A final project in the class will include students assessing their own teaching episodes using edTPA rubrics..... 1 s.h.

EDUC 4950 Capstone Seminar, K-12. This course includes discussions of issues related to student teaching and induction into the profession. Students are required to present their final electronic portfolios and to pass all state-mandated PRAXIS II tests to successfully complete this course 2 s.h.
Corequisite: EDUC 4470, 4490, or 4660

EDUC 4990 Comprehensive Assessment.

Comprehensive Assessment (passing state-required Praxis II Exams or successful portfolio completion and a successful portfolio defense) 0 s.h.

EDUC 5000 Designing Instruction for Exceptional

Learners. This course is an intensive study of exceptional learners. There is focus on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities. Emphasis is placed on how to design and modify learning environments to meet individualized needs while integrating standards into learning experiences. Students interested in pursuing the

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Education Specialist (Eds) in Leadership should take this course at the 6000 level to count toward the EdS program..... 3 s.h.
Dual listed with: EDUC 6000

EDUC 5010 Research Methods in Education. This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data 3 s.h.
Dual listed with: EDUC 6010

EDUC 5015 Instructional Planning. This course is a practical introduction to the lesson planning process that offers ample opportunities for practice and revision. Students will practice framing lessons using district and state curriculum standards, writing measurable objectives, developing, and using formative and summative assessments, and planning for differentiated instruction. Students will also learn how to access prior knowledge of the students in their classrooms, offer guided practice and modeling, foster critical thinking and problem-solving skills, and complete a lesson with intentional closure 3 s.h.

EDUC 5020 Instructional Design. This course is a study of curriculum and instructional design, and instructional strategies consistent with such designs. Students will examine curricula theory and practice on multiple levels in designing responsive curricula. There will be an emphasis on understanding complex processes in learning and in curriculum development 3 s.h.

EDUC 5030 Human Relations in the Classroom. This course focuses on intrapersonal, interpersonal, and intergroup relations issues in schools. Theory will be blended with practice in the study of instructional, classroom management, and conflict resolution practices. The course will examine the critical issues associated with discipline and management, community building practices, strategies for working with families, transition practices, and practices related

to multicultural education. This course also emphasizes teacher self-awareness as a major aspect of the human relations approach.....3 s.h.

EDUC 5040 Advanced Assessment and Evaluation. This course investigates principles of assessment and evaluation with emphasis on practices applicable to a variety of educational settings. The course focuses on preparing educators to analyze a wide range of data sources and to use that data to initiate and support improvement in K-12 schools 3 s.h.

EDUC 5060 Social Foundations of American Education. The focus of this course is culture as a motivating influence in learning, and the ways in which ethnicity, race, social class, gender, and language background affect access to education and economic opportunity and achievement. Social, economic, and political contexts within which schools must function, and values which provide direction for our schools, will be addressed. The course includes an overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history. Students interested in pursuing the Education Specialist (Eds) in Leadership should take this course at the 6000 level to count toward the EdS program 3 s.h.
Dual listed with: EDUC 6060

EDUC 5070 Advanced Educational Psychology. This course examines in depth the contributions of psychology to the teaching and learning processes. The theories and applications of psychology applied to cognitive, social, and emotional learning are emphasized. In addition, students will investigate how behavioral, cultural, and cognitive theories inform effective instruction and classroom management ..3 s.h.

EDUC 5080 Elementary Methods and Materials. This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope, and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent

Course Descriptions

developments in content and instructional procedures as they relate to elementary schools 3 s.h.

EDUC 5085 Secondary Methods and Materials. This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope, and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to middle and secondary schools 3 s.h.

EDUC 5090 Theory and Practice in Literacy and Reading Instruction. This course focuses on literacy acquisition as a developmental process and on effective methods of applying research to practice. Emphasis is on the developmental stages of reading, evaluation of materials for reading instructions, diagnostic assessment, and effective reading programs. Students will also investigate instructional techniques regarding how diverse children develop abilities to decode, interpret, and use language to gain content knowledge 3 s.h.

EDUC 5100 Action Research Project. This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report 4 s.h.

EDUC 5210 Trends and Issues in Educational Technology. This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of technology to accomplish data-driven decision-making, and to solve school-based issues effectively and efficiently 3 s.h.

EDUC 5220 Leading Change in Educational Organizations. Instruction will focus on engaging stakeholders in effectively developing and implementing the school's vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of teacher leaders' actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational culture 3 s.h.
Dual listed with EDUC 6220

EDUC 5230 Inclusion and Diversity in the Classroom. This course is designed to examine school culture as it relates to creating a learning environment that supports multiculturalism, under-resourced learners, and students with special needs. Participants will investigate research-based instructional strategies that support the academic achievement of diverse learners 3 s.h.

EDUC 5240 Legal and Ethical Dimensions in Education. This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community 3 s.h.
Dual listed with EDUC 6240

EDUC 5250 Cultural Diversity in American Education. This course is designed to increase knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to

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promote effective interaction with colleagues, students, families, and the larger community. Incorporating the methodologies of history, anthropology, sociology, cultural studies, political science and economics, the course is intended to create a rich yet critical understanding of the cultural influences that may influence the success of students of different backgrounds. It is also intended to help teacher leaders think about how to create an inclusive culture where diverse perspectives are welcomed and encouraged. In addition to the study of the cultural characteristics of major ethnic groups in America, topics include multiculturalism, racial identity development and ethnic identity development. Students will explore their own understandings of diversity to consider how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students 3 s.h.

EDUC 5260 Curriculum Theory and Instructional Design. Instruction will focus on an overview of past, present, and emerging curriculum trends, to include discussion of educational and curricular philosophy and how philosophy impacts school programs. This course is designed to enhance the teacher leader’s capabilities to manage and direct the development and organization of curriculum and materials. The concepts and skills of curriculum development and application to actual course planning are explored 3 s.h. Dual listed with EDUC 6260

EDUC 5270 Contemporary Issues in Education. This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities 3 s.h.

EDUC 5710 Clinical Teaching Practicum I. Candidates who are hired as teachers of record in area partner schools are enrolled in this course for one full semester to practice and demonstrate their teaching effectiveness. They will teach under the supervision of a university supervisor and a local mentor/administrator 6 s.h.

EDUC 5711 Clinical Teaching Practicum II. Candidates who are hired as teachers of record in area partner schools are enrolled in this course for one full semester following EDUC 5710 to demonstrate their teaching effectiveness. They will teach under the supervision of a university supervisor and a local mentor/administrator 6 s.h.

EDUC 5720 School and Community Relations. This course will examine the vital role of school and administrator leadership in buildings and the central office. Candidates will develop skills and strategies to assist in maintaining positive relationships with internal and external stakeholders. Candidates will learn and develop effective means of communication, engagement, and collaboration with key community and political stakeholders while keeping a focus on creating a safe school culture where teachers can teacher effectively teach and students can reach higher achievement levels 3 s.h. Dual listed with: EDUC 6720

EDUC 5725 School Finance and Human Resources. School Finance and Human Resources are closely related and perform a key role in the functioning and the overall success of individual schools and school districts. Finance helps allocate resources to support an organization’s goals while maintaining a balance between costs and revenue. Human resources advertises, recruits, interviews, hires, assists with development, and motivates personnel to proficiency to advance in their careers 3 s.h. Dual listed with: EDUC 6725

EDUC 5950 Professional Seminar in Education. Candidates who are hired as teachers of record in area schools or candidates currently seeking administrator credentials are enrolled in this course to support them in the demands and challenges of these positions. Topics include classroom management, student assessment, faculty evaluation, pacing, differentiation and other administrative functions. Corequisite for MEd Curriculum & Instruction students either EDUC 5710 or 5711 3 s.h.

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EDUC 5990 Comprehensive Assessment. To pass the Comprehensive Assessment, M. Ed students must pass the required content assessments (Praxis) or the performance-based assessment (edTPA) or the electronic Portfolio with a score of 80/100..... 0 s.h.
Dual listed with: EDUC 6990

EDUC 5995 Comprehensive Assessment (SLLA Exam). Instructional Leadership Licensed administrator school leader (IL) candidates must pass the School Leader's Licensure Exam (SLLA). This course is Pass/Fail 0 s.h.
Dual listed with: EDUC 6995

EDUC 5995 Comprehensive Assessment (SLLA Exam). Instructional Leadership Licensed administrator school leader (IL) candidates must pass the School Leader's Licensure Exam (SLLA). This course is Pass/Fail. 0 s.h.
Dual listed with: EDUC 6995

EDUC 6000 Designing Instruction for Exceptional Learners. This course is an intensive study of exceptional learners using data-driving evidence-based strategies to generate higher achievement, social interaction and other experiences. There is focus on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities. Emphasis is placed on how to design and modify learning environments to meet individualized needs while integrating standards into learning experiences. Major differences between current Federal and state policies for IEP's, RTI, and/or 504 plans for both students and personnel along with effective strategies to systematically gather input from all stakeholders will be explored. 3 s.h.
Dual listed with: EDUC 5000

EDUC 6010 Research Methods in Education. This course focuses on the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting

qualitative and quantitative data. Students will understand the appropriate methodology to select in creating a high-quality study. contemplate and differentiate between bias, limitations, delimitations, and confidentiality. This course will guide each candidate to learn to read, analyze, and develop a basic Review of Literature. The review will be extremely focused, highly organized with sensible themes with connections and transitions between the introduction, literature review and summary.....3 s.h.
Dual listed with: EDUC 5010

EDUC 6060 Social Foundations of American Education. The focus of this course is culture as a motivating influence in learning, and the ways in which ethnicity, race, social class, gender, and language background affect access to education and economic opportunity and achievement. Social, economic, and political contexts within which schools must function and values which provide direction for our schools, will be addressed. The course includes an overview of the historical, philosophical, and social influences shaping educational practices, and goals through history. Students will investigate how political agendas and power struggles influence what students are expected to learn and how school leaders navigate these situations. Current issues affecting schools, teachers, students, families, and communities will be examined and discussed throughout the course.....3 s.h.
Dual listed with: EDUC 5060

EDUC 6100 Research Project. This course requires a research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report. This project has the potential to serve as a forerunner leading into a dissertation for a doctoral program and should be chosen with this in mind 3 s.h.

EDUC 6220 Leading Change in Educational Organizations. Instruction will focus on engaging

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stakeholders in effectively developing and implementing the school’s vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. Candidates will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of teacher leaders’ actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational culture. Candidates will be able to demonstrate the ability to evaluate moral and legal consequences of decisions, application of federal and local law and be able to distinguish the difference between management and leadership..... 3 s.h.
Dual listed with: EDUC 5220

EDUC 6240 Legal and Ethical Dimensions in Education. This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community. The use of school resource officers and pertinent case law, statutory law, local policy will be studied as it relates to local districts 3 s.h.
Dual listed with: EDUC 5240

EDUC 6260 Curriculum Theory and Instructional Design. Instruction will focus on an overview of past, present, and emerging curriculum trends, to include discussion of educational and curricular philosophy and how philosophy impacts school programs. This course is designed to enhance the teacher leader’s capabilities to manage and direct the development and organization of curriculum and materials. The concepts and skills of curriculum development and

application to actual course planning are explored. School-level factors most likely to promote student learning and how the beginning school administrator can implement along with what skills or responsibilities are best suited for various levels of change needed for school studies are studied.....3 s.h.
Dual listed with: EDUC 5260

EDUC 6720 School and Community Relations. This course will examine the vital role of school and administrator leadership in buildings and the central office. Candidates will develop skills and strategies to assist in maintaining positive relationships with internal and external stakeholders. Candidates will learn and develop effective means of communication, engagement, and collaboration with key community and political stakeholders while keeping a focus on creating a safe school culture where teachers can effectively teach and students can reach higher achievement levels. Candidates will establish a vision and goals for proactive and collaborative leadership in schools, school districts, and for all stakeholders. Discussion and assignments will help candidates identify strengths and weaknesses of collaborative family-school-community efforts and create systematic thinking in relation to local policy at the political level and how that impacts the day-to-day operation of their school. 3 s.h.
Dual listed with: EDUC 5720

EDUC 6725 School Finance and Human Resources. School Finance and Human Resources are closely related and perform a key role in the functioning and the overall success of individual schools and school districts. Finance helps allocate resources to support an organization’s goals while maintaining a balance between costs and revenue. Human resources advertises, recruits, interviews, hires, assists with development, and motivates personnel to proficiency to advance in their careers. Students will be able to define differences between school system designated budgeting, discretionary budgeting, full site-based autonomous budgeting, and partial site-based budgeting.....3 s.h.
Dual listed with: EDUC 5725

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EDUC 6950 Professional Seminar for Instructional and School Leadership. This course includes discussions of issues related to leadership and the introduction into a future career for beginning school or administrator leaders. Candidates are required to present their final electronic portfolios 3 s.h.

EDUC 6990 Comprehensive Assessment. Educational Teacher Leader (EL) candidates must pass the required content assessments including submission of the electronic Portfolio with a score of 80/100..... 0 s.h.
Dual listed with: EDUC 5990

EDUC 6995 Comprehensive Assessment (SLLA Exam). Instructional Leadership Licensed administrator school leader (IL) candidates must pass the School Leader's Licensure Exam (SLLA). This course is Pass/Fail. 0 s.h.
Dual listed with: EDUC 5995

ENGLISH

ENGL 1001 College-Level Writing: Documentation and Formatting. This course introduces online and AGS students to the conventions of college-level writing across the disciplines with a specific focus on documentation and formatting. It provides students with the tools needed to properly format and ethically document written work in their courses. Topics covered in the course will include documentation and writing context, in-text citation, bibliographic citation, and incorporation of source material into written work..... 1 s.h.

ENGL 1002 College-Level Writing: Grammar and Mechanics. This course is a study of grammar that is necessary for punctuated writing. It offers students a refresher course in grammar and mechanics and will prepare them to write more effective papers in all their classes. Topics covered in this class include parts of speech, subject-verb agreement, verb tenses, pronouns, sentence fragments, comma splices, fused sentences, and punctuation..... 1 s.h.

ENGL 1003 College-Level Writing: Thinking and Writing. This course is a study of the relationship between thinking critically and writing successful essays. It offers students a refresher course in the steps of the writing process, including pre-writing, writing, and revising, and will prepare them to write more effective papers in all their classes. Topics covered in this class include prewriting strategies, thesis statements, outlines, organizational strategies, and revision 1 s.h.

ENGL 1010 English Composition: Basic Communication Skills*. A review of basic elements of the writer's craft, including grammatical rules, sentence-building skills, paragraph development, logic for exposition/analysis, and the practice of composition and revision. Required of all students who do not demonstrate adequate writing skills (as determined by ACT/SAT scores, high school grades, or the initial writing sample) upon entry to King, or who do not achieve at least a C- average in ENGL 1110. May not be substituted for English 1110 to fulfill core requirements. Offered in face-to-face and online formats..... 4 s.h.
*Not designed for transfer

ENGL 1110 Composition: Writing and Speech. This course introduces and reinforces the conventions of ethical and excellent citizenship in the academic community. It demonstrates how to use the critical tools of academic exploration: careful reading, thoughtful listening, analytical writing, proper research techniques, and effective speaking..... 4 s. h.

NOTE: Every student must earn a grade of C- or higher to pass ENGL 1110. For more information, see the Placement in English Composition policy.

ENGL 2010 Composition: Research and Writing. This course reinforces the conventions of ethical and excellent citizenship in the academic community: appropriate research methodologies, presentation formats both written and oral, and documentation. Students will study and practice writing and research within their major disciplines (or intended major

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disciplines in the AA Program). The course is a bridge to major area and career preparation. Students will join their disciplinary discourse communities through reading, research, conversation, and writing 2 s.h.

Prerequisite: ENGL 1110

Recommendation: Declaration of Major prior to taking this course

ENGL 2110 20th and 21st Century World Literature.

This course examines a global array of literature from the 20th and 21st centuries, addressing the most pressing issues of the last century: violent cultural shifts and their effects on the margins of society, the clash of cultures in the developing world, and the challenge to authority. All these issues define and refine the notion of citizenship: Who is my neighbor? What are my obligations to society? To what sort of nation or leader do I owe my allegiance? 4 s.h.
Prerequisite: ENGL 1110

ENGL 2120 Introduction to Appalachian Literature.

This course is designed to introduce students to the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course may also incorporate sociological, economical, and religious examinations as well. 4 s.h.
Prerequisite: ENGL 1110

ENGL 2160 Literature and American Identity. A

study of representative works of American literature from its beginnings to the present. Texts will include poetry, drama, fiction, and non-fiction and will explore the evolution of American ideals and character 4 s.h.
Prerequisite: ENGL 1110

ENGL 2180 Masterworks of British Literature. A

survey of significant works from the British literary canon. Readings will address major authors, genres, and historical and thematic concerns. 4 s.h.
Prerequisite: ENGL1110

ENGL 2410 Writing for Health Professionals. A

course focusing on both academic and professional writing for nursing majors. Students will write academic papers, memos, emails, resumes, and reports 4 s.h.
Prerequisite: ENGL 1110 and declared nursing major

ENGL 2420 Professional Writing for Information

Technology. Students practice genres of discourse and have an introduction to written and oral communication in technical and professional IT environments. Instruction and projects emphasize addressing audience, using writing processes, thinking visually, writing and editing technical documents, operating within professional ethics, and communicating with clear and accurate expression. Genres include letters, memoranda, emails, instructions, reports, and proposals. Students write and revise several cycles of documents and give oral presentations 4 s.h.
Prerequisite: ENGL 1110

ENGL 2450 Appalachia in Literature and Film.

This course seeks to acquaint students with the ways of studying and evaluating literature and film as interconnected artifacts. It will introduce the essential terminology related to literature and film analysis, explore notable aspects of the region of Appalachia, and focus on comparing literature versus film as creative texts. In considering matters of genre, theme, narrative technique, and imagery, students will engage film as if it were another form of literature. ENGL 2450 can fulfill the Human Creative Products core requirement 4 s.h.

ENGL 2480 The Oxford Christian Writers. An

introduction to some of the most influential British Christian authors of the middle of the 20th century: C.S. Lewis, J.R.R. Tolkien, Dorothy Sayers, and Charles Williams. It will examine selected works from both literary and theological perspectives, so as to consider the marriage of the mind, imagination, and spirit..4 s.h.
Prerequisite: ENGL 1110

ENGL 2861 Kayseean.

Students interested in

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journalism and writing/editing practice may join the staff of the *Kaysean*, the student newspaper. (1-4 s.h.)

ENGL 2910 Creative Writing. Further study and practice in writing with emphasis on the writing process, style, and form. Particular focus on a combination of fiction, poetry, and drama 4 s.h.
Prerequisite: ENGL 1110
Recommended: ENGL 3340

ENGL 2920 Advanced Composition: Rhetorical and Narrative Patterns. A course in composition stressing the canons of rhetoric and the strategies of invention that writers and speakers use to make their arguments. Emphasis on the writing process, on understanding and defining audience, and on choosing the best strategies to accomplish the writer's purpose. Also practice on choosing appropriate narrative strategies for processes (instructions), events (journalism), and investigations (research). Required of those seeking English certification in Tennessee. 4 s.h.
Prerequisite: ENGL 1110

ENGL 2930 Editing Examination of the responsibilities of an editor and grounding in basic editorial skills. The course will focus on providing students with practical experience in applying the skills developed. Topics include situations of editing, levels of editing, readability, correctness, and style 2 s.h.
Prerequisite: ENGL 1110

ENGL 3120 Appalachian Literature. This course is designed to broaden students' understanding of the literature, history, and culture of the southern Appalachian region. The course will examine cultural identity, sense of place, regional and racial identity of Appalachian people found in current as well as past forms of regional literature and scholarship. The course will examine different genres of literature such as travelogues, poetry, local color writing, manuscripts, and novels. The course will not be strictly limited to literature of the region, but may also incorporate sociological, economical, and religious examinations as well 4 s.h.

Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3140 Children's Literature. Designed to acquaint students with literature for children, its authors, and illustrators. The course also deals with the evaluation, selection, and use of library media for children. It strives to relate these media to the needs and interests of children as well as to the total school curriculum for elementary grades. Limited to those seeking certification in elementary education or to those seeking certification in secondary English 3 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3150 Adolescent Literature. A review of traditional and contemporary literature of value and interest to young people in middle and high school 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3200 Survey of World Literature. A survey of the western literary tradition with an examination of representative texts from the major eras 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3330 Traditional English Grammar and Literacy. This course will provide an intensive fundamental overview of traditional grammar concepts, terminology, and structures within a literacy framework for effective reading, writing, and speaking. Limited to those seeking certification in elementary education 2 s.h.
Prerequisite: ENGL 2010

ENGL 3340 English Grammar. This course will introduce students to the fundamentals of English grammar: phonology, morphology, and syntax. A section on applied grammar will offer students insight into how a sound knowledge of grammatical structures can make for more effective writing 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

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ENGL 3345 History of the English Language. This course is designed to survey the rich and complicated history of the English language and to consider some of the ways that English is shaping and being shaped by the cultures in which it appears. Although History need not be taken simultaneously with English Grammar, it will provide an excellent companion to that course..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3360 Religion and Literature. This course will introduce students to the study of religion and literature, considering both the literary dimensions of religious texts and the ways in which literature influences readers spiritually and morally..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3370 Post-Colonial Literature. A study of the great variety of modern literature written in English by writers coming from such previously colonized regions as Africa, South Asia, the Caribbean, and Ireland.. 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3380 Literary Theory. Designed to acquaint students with the origins, means, and implications of recent theoretical movements. Beginning with the New Critical method, students will study the seminal theorists in such movements as Reader Response criticism, Structuralism, Deconstruction, Psychoanalysis, Marxism/New Historicism, and Feminism 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3400 Survey of British Literature. A survey of British literature from its beginnings until the present with an examination of representative texts 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3420 Heroes and Villains I. This course explores the representation of heroes and villains in English literature from the Middle Ages through the

18th century. Through close readings of the various texts, students will analyze the cultural, social, social, and historical contexts shaping these representations and examine how notions of heroism and villainy evolve over time..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3430 Medieval Literature: Knights, Saints, and Pilgrims. A study of representative literary works from medieval Britain. Readings will address major authors, genres, and themes from the period: epic heroes, Arthurian legend, allegory and dream visions, mystics, and Chaucer's pilgrims..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3450 Renaissance and Restoration Literature. A study of representative literary works from the English Renaissance and Restoration. Readings will address major authors, genres, and issues from the period..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3461, 3462 Shakespeare. A thematic and genre study of representative plays. Students may receive credit for both courses, since different plays will be studied in alternating years 4, 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3485 18th Century British Novel. An introduction to the eighteenth-century British novel, focusing on the origins and development of the genre through the work of Defoe, Richardson, Fielding, Burney, and the like 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3490 Special Topics in Pre-1800 British Literature. Designed for seniors and junior honors students. Majors are limited to 4 s.h. for major credit 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)

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or ENGL 2110/2160 (AGS)

ENGL 3520 Heroes and Villains II. This course explores the representation of heroes and villains in English literature from the Romantic to the modern/contemporary period. Through close readings of the various texts, students will analyze the cultural, social, social, and historical contexts shaping these representations and examine how notions of heroism and villainy evolve over time..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3540 British Romanticism and the Nineteenth Century. A study of representative works of poetry, non-fiction prose, and drama from the Romantic and Victorian periods..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3550 Victorian Novel. An examination of representative Victorian novels, considered in the light of their literary and cultural significance..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3560 Modern and Contemporary British Novel. A survey of the modern and contemporary British novel, with attention to questions of genre, social context, and critical reading 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3565 Modern and Contemporary British Literature. A study of representative poetry, prose, and drama from the twentieth century to the present .. 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3580 Literature and the Christian Imagination. This course will examine the writings of two of the Oxford Inklings—C.S. Lewis and J.R.R. Tolkien—and their literary ancestor, George MacDonald 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)

or ENGL 2110/2160 (AGS)

ENGL 3590 Special Topics in Post-1800 British Literature. Majors are limited to 4 s.h. for major credit. Designed for seniors and for junior honor students.....4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3600 Survey of American Literature. A survey of American literary tradition from its beginnings up until the present with an examination of representative texts 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3625 Modern and Contemporary American Literature. An introduction to the writings of the post WWI era into the twenty-first century.....4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3645 The Pursuit of Happiness. This course considers the pursuit of happiness in American Literature from the seventeenth to twenty-first centuries. Topics include vocation, family, education, and contemporary writing on happiness. 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3650 Self-Reliance. This course traces Ralph Waldo Emerson's notion of "Self-Reliance" through American Literature. Topics include community, individualism, faith, and work.....4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

ENGL 3655 American Dreams. This course explores how American Literature and popular music depicts and describes the idea of The American Dream. Topics include capitalism, modernism, romantic love, and contentment 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD)
or ENGL 2110/2160 (AGS)

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ENGL 3660 The American Novel. Masterworks of the genre, considered in the light of their literary and cultural significance..... 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3690 Special Topics in American Literature. Designed for seniors and for junior honor students. Majors are limited to 4 s.h. for major credit 4 s.h.
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

ENGL 3940 Creative Writing: Non-Fiction. This course seeks to acquaint students with the essentials of writing creative non-fiction, including memoir. Students will read from a variety of essayists and memoirists and develop their own collection of essays 4 s.h.
Prerequisite: ENGL 1110
Recommended: ENGL 2910

ENGL 3960 Creative Writing: Fiction. This course seeks to acquaint students with the essentials of writing fiction, especially the short story and the novel. Students will draw on their acquaintance from courses in American and British novels and in the short story in developing their own work of fiction 4 s.h.
Prerequisite: ENGL 1110
Recommended: ENGL 2910

ENGL 3970 Creative Writing: The Stage Script. This course seeks to acquaint students with the essentials of writing scripts for the stage. Students will develop their own scripts..... 4 s.h.
Prerequisite: ENGL 1110

Recommended: ENGL 2910

ENGL 3980 Creative Writing: Screenwriting. This course seeks to acquaint students with the essentials of writing scripts for the screen. Students will develop their own screenplays 4 s.h.
Prerequisite: ENGL 1110
Recommended: ENGL 2910

ENGL 3990 Creative Writing: Poetry. This course seeks to acquaint students with the essentials of writing poetry. Students will read from a variety of poets and poetic forms and develop their own collection of poems.....4 s.h.
Prerequisite: ENGL 1110 and any ENGL course including a short story poetry component
Recommended: ENGL 2910

ENGL 4900 Honors in Independent Studies. Directed research or reading in a designated area. A departmental committee must invite and approve proposals..... credit to be arranged
Prerequisite: ENGL 1110; HUMN 2171/2172 (TRAD) or ENGL 2110/2160 (AGS)

ENGL 4910 English Capstone Seminar. The capstone seminar explores the intersections between faith, language, literature, and vocation. English faculty will also review each student's previous course work and assign individualized reading lists. Students will compile their senior portfolios and present one of those papers orally. Limited to seniors.....2 s.h.

ENGL 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in English students must earn a passing grade on the English Department Comprehensive Exam 0 s.h.

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EXERCISE SCIENCE

EXSC 1110 Wellness for Life. This course provides each student an opportunity to assess their wellbeing through a battery of physical fitness tests. Class content includes basic principles that support a physically active lifestyle. Each student is challenged to consider the personal, spiritual, and social responsibilities of maintaining an implementation of physical activity 2 s.h.

EXSC 1620 CPR. This course trains students in cardiopulmonary resuscitation. Successful completion can lead to American Red Cross certification..... 1 s.h.

EXSC 1630 First Aid. This course trains students in basic first aid. Successful completion can lead to American Red Cross certification..... 1 s.h.

EXSC 2010 Personal and Community Health. This course will explore a variety of personal and community health issues including personal hygiene, disease prevention, healthy lifestyle decisions, mental health, drug and alcohol use and abuse, safety education, and environmental health 4 s.h.

EXSC 2500 Introduction to Nutrition. This course is designed to provide students with basic knowledge of nutrition as it relates to preparing athletes for practice, training, and game competition. This class will look into the latest technologies available and how to use them in keeping with the Dietary Guidelines for Americans..... 2 s.h.

EXSC 2510 Care and Prevention of Athletic Injuries. Examines the incidence, causes, prevention, and treatment of sports-related injuries. Topics stressed are conditioning for sports, injury recognition, and evaluation, taping techniques, first-aid care, treatment, and reconditioning of athletic injuries..... 4 s.h.

EXSC 2600 Strength and Conditioning Theory and Practice. This course is designed to provide students with basic knowledge of physical conditioning and research for many different sports, both individual and

team. The class will also examine and implement a multitude of fitness assessments to determine baseline data and training procedures..... 2 s.h.

EXSC 2940 Psychology of Coaching. This course includes the application of basic psychological principles to everyday coaching situations and problems 2 s.h.

EXSC 3010 Methods of Research and Design in the Health Sciences. This course focuses on the interaction of the components of the research process with application to the theory and practices of Healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a health-care clinician who provides evidence-based practice, will be emphasized. This course is designed to prepare students to write their own case study or research project..... 2 s.h.

EXSC 3300 Exercise Programs for Special Populations. This course provides a study of the recommended procedures for exercise testing and prescription for special populations, children, youth, elderly and pregnant women. It includes an in-depth analysis of the biological, behavioral, and environmental factors that influence initial and continued participation in physical activity 2 s.h.
Prerequisite: EXSC 2600

EXSC 3400 Exercise and Nutrition in Chronic Disease. This course will provide knowledge of the evidence-based relationship between exercise, diet patterns and behaviors, and major chronic diseases. Students will obtain an understanding of the epidemiology and pathophysiology of prevailing chronic diseases 2 s.h.
Prerequisite: EXSC 2500, EXSC 2600

EXSC 3500 Exercise Training and Performance. This course is designed to further develop the student to an advanced level of theory and practical application in exercise training and performance. Specific emphasis is placed on components of strength training and conditioning including but not limited to aerobic and

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anaerobic training, speed and agility training, Olympic-style weightlifting, and periodization training..... 4 s.h.
Prerequisite: EXSC 2600

EXSC 3680 Kinesiology. An analysis of the mechanics of human movement. Involves a study of the skeletal, muscular, and nervous systems and the basic principles underlying motor skill..... 4 s.h.
Prerequisite: BIOL 1010, 1020

EXSC 3690 Exercise Physiology. A study of the physiological and biochemical responses of the human body to exercise..... 4 s.h.
Prerequisite: BIOL 1010, 1020

EXSC 3700 Health Fitness Assessment. This course is designed to develop the student's competency to assess the health and physical fitness of various populations. Emphasis will be placed on fitness appraisal and the development of individualized exercise regimen. Students will critically evaluate the status of their clients' health and physical fitness, create individualized exercise programs, and implement the programs with measurable objectives. Students will monitor their clients' progress using outcomes and fitness measures pertinent to the clients' health and fitness goals. Students will utilize the exercise science laboratory to measure maximal and submaximal graded exercise, cardiorespiratory and muscular fitness, body composition, balance, flexibility, and fundamental movement quality..... 4 s.h.
Prerequisite: EXSC 2500, EXSC 2600

EXSC 3750 Biomechanics. Biomechanics is the study of the neuromuscular and mechanical principles and how they influence human movement. The purpose this course is to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective..... 4 s.h.
Prerequisite: EXSC 3680

EXSC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

EXCS 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Exercise Science, all students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items that reflect competency in the program objectives, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities 0 s.h.

FINE ARTS

FINE 2210 History of Art I. A survey of the history of western art through investigation of the architecture, painting, and sculpture from the Paleolithic Age through the Renaissance 4 s.h.

FINE 2220 History of Art II. A survey of the history of western art through investigation of the architecture, painting, and sculpture from the 17th Century through the present day.....4 s.h.

FINE 2250 History of American Art. A study of American art forms as they relate to successive periods in American history and as they compare to European work from the 17th century to the 21st century.....4 s.h.

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FINE 2410 Drawing I. A course that introduces students to principles and techniques of representation. Emphasis will be on creating the illusion of space and form through line the rendering of light and shade, and studies in perspective. In addition, students will have the opportunity to explore various media such as charcoal, chalk, pencil, pen, ink and wash, etc..... 4 s.h.

FINE 2420 Drawing II. A course in drawing that emphasizes figure study and life drawing. This course will build on the foundation of 2410 and concentrates on the analytical study of the figure. Students explore a variety of materials, traditional and contemporary 4 s.h.

FINE 2510 Painting I. The study of the language of painting through color, form, materials, and techniques. Aspects of traditional and modern pictorial composition are studied including proportion, space, and color theory through the representation of a variety of subjects..... 4 s.h.

FINE 2520 Painting II. A continuation of the study of aspects of pictorial composition initiated in 2510, focusing on problems relating to the depiction of the figure, space, and light. Topics are explored within the context of historical and contemporary artistic expression 4 s.h.

FINE 3900 Special Topics. Open to advanced students with the consent of the department credit to be arranged

GEOGRAPHY

GEOG 2010 Physical Geography. An introduction to maps and map projections, weather and climate factors, world distribution patterns of climate, the controls of climate on man's activities, and the study of landforms shaped by natural processes 3 s.h.
Prerequisite: EDUC 2030/2031 or EDUC 2800

GREEK

GREK 1000 Ancient Greek I. An introductory study of grammar and basic vocabulary for reading Hellenistic,

especially New Testament, Greek 4 s.h.

GREK 2000 Ancient Greek II 4 s.h.

GREK 3010 Intermediate Greek Reading. Guided readings of ancient Greek texts and study of their textual form..... 2 s.h.

HEALTH INFORMATICS

HINF 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

HINF 4410 Project Management. This course introduces the student to project management tools and techniques that result in the ability to create and follow a project management plan. Students will receive a broad overview of project management including distinctive characteristics of health IT projects. Students examine processes, knowledge areas, and organizational influences that are critical to successful projects 4 s.h.

HINF 4420 Electronic Health Records. This course covers fundamentals of selection, installation, and maintenance of typical Electronic Health Records systems. Students will be introduced to the principles underlying system configuration including basic hardware and software components, system selection, planning, testing, troubleshooting, and final deployment. System security and procedures will also be introduced in this course.....4 s.h.

HINF 4430 Networking and Health Information Exchange. This course will address the OSI, including the purpose and content of each of its seven layers: physical, data link, network, transport, session,

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presentation, and application. Products, processes, protocols, and tools at each level will be explained. This course will also focus on the flow of data through the models as data is transmitted and received by end devices 4 s.h.

HINF 4440 Current Topics in Informatics. This course will provide an in-depth discussion in current and future trends in healthcare related information technologies and management. Students are provided with a unique opportunity to explore cutting edge concepts and innovations in this fast paced and ever-changing environment 4 s.h.

HINF 4990 Comprehensive Assessment. All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all Health Informatics students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items which reflect competency of program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items/artifacts will be provided. This course is graded pass/fail and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities 0 s.h.

HEALTHCARE ADMINISTRATION

HCAD 1700 Introduction to Healthcare Administration. This course introduces a career concentrated in healthcare administration. Students will be introduced to core competencies required to be successful as a healthcare administrator. They will be exposed to potential settings in which a degree in healthcare administration could be utilized, along with specific positions within those settings. An overview of communication and relationship management, professionalism, leadership, knowledge of the

healthcare environment, and business skills will be included. Upon completion, students should be able to determine whether they wish to pursue a degree or career in Healthcare Administration. This course is not a major requirement for the BSHA program 4 s.h.

HCAD 2100 Medical Terminology. This course is designed for students interested in the medical and paramedical fields. Utilizing web-assisted instruction, students will study medical terminology related to the major body systems. Emphasis will include the use of medical word parts, pronunciation, spelling and the definitions of key pathology, diagnostic and treatment procedures terms 2 s.h.

HCAD 3020 Financial Management of Healthcare Organizations. This course introduces the student to the elements of financial management concepts at the organizational level. Students will understand the evolving history of the financial management process and application at both the department and organization level. Students will become fully versed in topics such as tax status, third-party payers, recognition of operating revenue, working capital utilization and the interface capital has on the organization's execution of revenue cycle management. Through appropriate use and understanding of operating capital and resource allocation the student will understand how to strategically plan, operationalize, and analyze service line products resulting in a positive return on investment (ROI). This course is designed to expose students who typically do not have a background in either finance or accounting disciplines to the basic definitions, concepts, use of mathematical applications to determine the positive or negative result of the organizational efforts in delivering healthcare.....4 s.h.

HCAD 3110 Introduction to Epidemiology and Biostatistics. This course takes a managerial perspective to the prevention and control of diseases in the public and private arenas. Basic concepts of epidemiology and biostatistics are applied to outbreak, geography of disease management, intervention, and policy development/ implementation 4 s.h.

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HCAD 3120 Introduction to Healthcare

Organization and Policy. This course provides an overview of the complex structure and function of the healthcare system in the United States. Topics include historical foundations, international comparisons, resource development and allocation, impact of technology, payment systems, and care delivery models for uninsured and special populations..... 4 s.h.

HCAD 3130 Population-Based Health. This course provides a paradigm that can influence the health of multiple groups within a community or region. This population-based approach focuses on unique health issues within groups as defined by chronological measure, geographic and ethnic boundaries, physiologic aberration, and at risk and vulnerable populations. Content includes population-based health practices, challenges and levels of maintenance and prevention..... 4 s.h.

HCAD 3210 Informatics for Healthcare Leaders and Decision-Makers. This course introduces the use of computers, technology, and data as informative tools to aid in healthcare managerial decision-making. Students develop skills in database access, database management, and information systems to promote sustainability and quality advantage in healthcare. Topics addressed include the selection, analysis, design, implementation, operation, and evaluation of health information systems in a variety of healthcare systems such as hospitals, medical practices, and community agencies..... 4 s.h.

HCAD 3220 Research and Evidence-Based Practice. In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the healthcare process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. This course requires effective use of library and internet resources 4 s.h.

HCAD 3230 Management of Quality Improvement and Outcomes. This course introduces the student to the elements of process improvement and project management. Content is devoted to quality management methodologies to implement projects in a healthcare organization to reach goals and to maximize outcomes. This course encompasses healthcare cases for quality, process tools, team development, and outcomes measures 4 s.h.

HCAD 3310 Applied Communication for Healthcare Leadership. This course allows students to explore and practice fundamentals of several sub-areas of communication studies, including interpersonal, small group, and organizational communication, as well as leadership and public speaking, which are essential skills for healthcare professional roles. Specifically, students will learn and analyze theories related to interpersonal relationships and conflict management, interact with and become comfortable with varying dynamics of small group communication, dissect the roles of leadership and management in organizations, and effectively prepare and deliver public speeches and presentations in front of an audience 4 s.h.

HCAD 3320 Management and Leadership. This course addresses the critical need of managing human resources for organizational effectiveness. Classes examine organizational leadership and the role that visionary leaders play in empowering employees, providing environments for effective work teams, and promoting an ethical climate. Students explore various leadership styles, including servant leadership, and will reflect on their own style of leadership and how it affects their ability to be an effective leader. Other topics include motivating individuals and teams, performance evaluation, distribution of power, intervention in systems, and creation of change-oriented cultures..... 4 s.h.

HCAD 3800 Internship/Cooperative Education
Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a

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complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

HCAD 4420 Ethics and Legal Issues. This course examines the contemporary application of legal and ethical issues involved in the management and delivery of healthcare services. Topics covered include regulatory compliances, contracts, torts, damages, negligence, risk management, patient rights, liability of hospital and staff for personal injury to patients, medical records and disclosure of patient information, informed consent, ethical billing and coding practices, medical staff credentialing and ethical issues in healthcare..... 4 s.h.

HCAD 4430 Marketing and Understanding Sustainability in Healthcare. Healthcare organizations do not always understand the impact of market share on sustainability. This course emphasizes the identification, analysis, and selection of target markets; development and management of healthcare service lines and products; the power of consumerism; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions..... 4 s.h.

HCAD 4990 Comprehensive Assessment. All candidates for a degree from King University are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. In their last semester of major courses, all BSHA students will create a portfolio of their work as the comprehensive assessment for the program. Students will compile a collection of 5-7 items that reflect competency in the program objectives, as well as a cultural transformation essay, current resume, and generic cover letter. Suggested and required inclusion items will be provided. This course is graded pass/fail, and all students must receive a passing grade to graduate. The portfolio serves not only as a final assessment for the program; it also helps graduates capitalize on workplace advancement opportunities..... 0 s.h.

HCAD 5000 Strategic Planning and Change Management for Healthcare Organizations. This course emphasizes that an organization's mission should guide its strategy. The unique environment of healthcare brings rapid and constant change. The graduate student will learn theories and tools necessary to create, implement, and evaluate a strategic plan. Competencies characteristic of leaders in top-performing healthcare organizations are applied using case scenarios 3 s.h.

HCAD 5100 Human Resource Management in Healthcare. Students will examine the complexities, strategies, and relations associated with human resource management within healthcare organizations. Future healthcare leaders gain problem-solving skills needed to create and maintain a safe, effective environment for an ever-changing workforce. This course includes an emphasis on credentialing, diversity, job design, recruitment and retention, compensation and benefits, HR policy, HR metrics, corporate culture, and workplace vitality 3 s.h.

HCAD 5200 Healthy Communities. With a focus on the responsibilities of the healthcare administrator, this course provides an innovative approach to the skills needed to provide affordable, accessible, and effective health care to all members of a community. Social determinates of health and healthcare inequalities will be discussed throughout. The covid-19 pandemic will be used as the basis of many course concepts 3 s.h.

HCAD 5300 Information Systems and Data Analysis. Health informatics has the potential to transform healthcare delivery and optimization. Using technology for knowledge transfer aids in decision-making results in patient-centered care and precision medicine. Additionally, concepts learned in the course include innovative delivery and financial models, integrate technology for population health, and global health systems informatics..... 3 s.h.

HCAD 5410 Healthcare Systems. An introduction to the structure and function of the medical care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs and utilization; issues in

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healthcare manpower, institutions, and system organization; general issues in policy; reimbursement and regulation; broad community, and organizational considerations in medical care organizations..... 3 s.h.

HCAD 5420 Legal and Ethical Issues in Healthcare.

Exposes the students to the legal system as it affects the healthcare industry. The course addresses the numerous legal and ethical issues raised by advances in technology, changing societal values, decreasing resources, and increasing professional liability 3 s.h.

HCAD 5430 Managed Healthcare. In-depth analysis of the various managed healthcare delivery models. Emphasis is given to the managed care continuum. Topics include types of managed care organizations, provider payment plans, utilization control, underwriting and rate setting, management and marketing aspects, and legal and healthcare policy issues..... 3 s.h.

HCAD 5500 High-Performing Leadership Traits and Professional Responsibility. This course exposes the graduate student to intangible healthcare leader traits through the application of evidence-based practices from various leadership views, including servant leadership. Students will learn how humility, compassion, kindness, and generosity combine with ambition and strength to create high-performing leaders who respect colleague diversity 3 s.h.

HCAD 5600 Accounting and Financial Performance in Healthcare. Optimal patient care starts with financially secure healthcare organizations. In this course, students will explore topics such as insurance and reimbursement, financial accounting, case flows, profit analysis, cost allocation, service line costing, budgeting, debt, risk analysis, capital structure, and revenue cycles. Financial theories and practical tools needed to make crucial financial decisions are included..... 3 s.h.

HCAD 5700 Applying Continuous Quality Improvement in Healthcare. This course covers the concepts and techniques necessary for improving the systems vital to the daily work of clinicians and the

outcomes of patient care. Topics emphasized include: the role of policy, measuring process and system performance, a supportive environment, outside forces that affect quality, teamwork, collaboration, continuous improvement, high reliability accountability, and patient safety 3 s.h.

HCAD 5990 Comprehensive Assessment. All candidates for a degree from King are required to demonstrate competency in each major field attempted. MHA candidates will submit a portfolio with evidence of competency in each of these five domains: communication and relationship management, professional and social responsibility, management and leadership, quality improvement, and business/financial/analytical skills. The portfolio will be comprised of selected assignments from major courses. Students must achieve a passing score on the rubric contained within this course to graduate..... 3 s.h.

HEBREW

HEBR 1000 Ancient Hebrew I. An introductory study of grammar and basic vocabulary for reading classical (Biblical) Hebrew 4 s.h.

HEBR 2000 Ancient Hebrew II..... 4 s.h.

HISTORY

HIST 2110 Twentieth Century Global History. This course covers a broad overview of world history in the twentieth century, and examines topics such as the following: World War I and II, the Russian Revolutions, Stalinist Soviet Union, Decolonization in Africa, China's Cultural Transformation, the Cold War and its proxy conflicts, the end of communism in the USSR and eastern Europe, the foundation of Israel and the Arab-Israeli wars of the latter 20th century, modern terrorist organizations, and globalization.....4 s.h.

HIST 2150 History of Appalachia. This course is designed to introduce students to the history of the southern Appalachia and its inhabitants. The course will examine the chronological history of Appalachia

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from the 17th century to the modern era. The course focuses on the social, cultural, and political history of the southern Appalachian region. In addition to discussing and analyzing major events in the region's past, the course investigates major trends and themes which are vital to an understanding of the history of the region. The organization of the course is chronological, but within the chronology the course examines specific topics (e.g. slavery, coal mining, and activist movements)..... 4 s.h.

HIST 2161 The United States to 1877. This course covers the colonial origins of the United States, and formation of the American governmental system, the development of an American identity, the Westward movement, versions of American democracy, the development of Southern sectionalism, the Civil War and Reconstruction 4 s.h.

HIST 2162 The United States from 1877 to Present. This course covers the economic, social, and industrial development of modern America, the United States' various roles in world affairs, and social, cultural and intellectual trends throughout the period. Also includes American involvement in World War I and II, the civil rights and other 20th century movements, and the Cold War 4 s.h.

HIST 2171 Western Civilization in Global Context I. This course surveys Western politics, society, religion, culture, and intellectual movements from ancient Greece through the Renaissance..... 4 s.h.

HIST 2172 Western Civilization in Global Context II. This course surveys Western politics, society, religion, culture, and intellectual movements from the Renaissance to the present..... 4 s.h.

HIST 2181 Tudor England and Stewart Scotland 1475–1603. A survey of Tudor and Stewart rule in England, Scotland, Ireland, and Wales from 1485–1603, with particular emphasis on politics, religion, and culture. This course addresses the Reformation, international relations, court intrigues, and the growth of print culture 4 s.h.

HIST 2182 The British Empire. At its height, the British Empire encompassed one quarter of the earth, and was so dispersed that the sun literally never set on a British possession. This course will examine the scope of the empire—settlements and colonies in the Atlantic, Africa, the Middle East, and of course, the jewel in the imperial crown, India. This course will look at constructions of imperial power and knowledge, and will focus as well on the dissolution of the empire in the 20th century and the post-colonial legacy that continues to shape these former imperial possessions, as well as the modern British state.....4 s.h.

HIST 3000 The Professional Historian: Historical Study and Writing. Required of all history majors and minors and taken during the student's Sophomore or Junior year, this seminar focuses on the methodology of historical research and writing through the medium of research projects based on primary and secondary source materials. An introduction to historiography and exploration of careers in history also serve as fundamental elements of the course.....4 s.h.

HIST 3001 Public History. While many Americans claim to dislike history as a school subject, they spend their spare time visiting historic sites, watching movies about historic events, doing genealogical research, or reading historical fiction. These activities fall in the realm of "Public History." This course is designed to introduce students to the theory, methods, issues and practice of history outside the classroom. Students will explore the many ways in which people package, convey and consume history. Students in the course will explore the fascination with the past and recognize the challenges and opportunities of historical work in historic sites, museums, oral history, archives and other public history settings.....4 s.h.

HIST 3010 Cultures in Contact: The Middle Ages. The foundations of modern European society from the fall of Rome to the Renaissance, with stress upon the religious, aesthetic, and intellectual forces of medieval Europe.....4 s.h.

HIST 3020 Europe from the Renaissance to the Enlightenment. The cultural and intellectual

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movements of the Renaissance, the rise and influence of Protestantism, the expansion of Europe, the Old Regime, and French revolutionary period through Napoleon..... 4 s.h.

HIST 3030 Cultures in Contact: The Atlantic World, 1440-1888. This course introduces students to a global community connected by the Atlantic Ocean from 1400 to 1888. This zone of cultural interaction was the cradle of democracy and the modern nation state but also the location of the dehumanizing and brutal African slave trade and the deconstruction of many indigenous American societies..... 4 s.h.

HIST 3110 The Age of Revolutions: Europe 1789-1914. The political, social, and diplomatic currents of the nineteenth century from the French Revolution to the First World War, nationalism, imperialism, and the influence of democratic and socialistic ideas..... 4 s.h.

HIST 3120 Europe and the Great Wars. The First World War, Europe between the two wars, and the development of fascism and totalitarianism mark 20th century European history. This course also includes the role of nationalism and imperialism, and the influence of democratic and socialistic ideas during this period, as well as a comprehensive survey of the second world war and its immediate aftermath..... 4 s.h.

HIST 3125 History of American Environmentalism. The course will survey American relationships with and attitudes toward the natural environment from the Native Americans of the pre-Colombian past to activists of the present day. The course will highlight the emergence of the modern environmental movements and the resulting government policies of the 20th and 21st centuries..... 4 s.h.

HIST 3300 Intellectual and Cultural History of the United States. A broad survey of the major intellectual and cultural trends in American history, this course includes investigations of Puritanism, democratic ideals of the Revolutionary era and Federal period, and political ideas of the Civil War era. It also explores scientific and social Darwinism, the ideas of the

Progressive movement, twentieth century realism, and contemporary American thought 4 s.h.
Prerequisite: HIST 2161, 2162

HIST 3440 The European Mind Since the Enlightenment. Study of the interaction between ideas and society, concentrating on such cultural movements as romanticism and realism; the relationship of nationalism and imperialism to cultural patterns in the late nineteenth century; and the breakup of the nineteenth century synthesis, including the effects of totalitarianism, the welfare state and existentialism 4 s.h.

HIST 3650 Cultures in Contact: Islam, Christianity and Colonialism in Africa. From the Atlantic slave trade to the current crisis in Africa, this course takes a look at sweeping historical change African peoples have experienced and shaped. Topics covered include colonialism, African countries' struggle for independence, the introduction and spread of Islam and Christianity on the continent, and challenges to the modern African state.....4 s.h.

HIST 3710 American Revolution/Early Republic. This class will cover American history from the Seven Years War to the conclusion of the War of 1812. Major topics include the causes of the American Revolution, the successful American war effort, and the creation of the Constitution. The class will also highlight the tumultuous politics of the Early Republic, particularly the debate between the Hamiltonian Federalists and the Jefferson Republicans. The course will also emphasize the transformations wrought on American society regarding slavery, Native American relations, and the status of women..... 4 s.h.

HIST 3730 The Civil War. This course spans the decades prior to and after the Civil War, America's greatest period of civil strife. We will cover the causes of the conflict, roam widely across battlefields, witness the vulnerability of the homefronts, and investigate the attempts made to resolve the conflict during the era of Reconstruction. Important questions of slavery and emancipation, dissent and opposition to the war, spiritual and cultural impacts, and legacies of the war

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on American politics, society and values will be the main topics of the course. We will concentrate on the social, political and economic aspects of the war; this is not a course in military history but we will learn about battles and wartime conditions. This class will expose students to a variety of sources on the conflict, including scholarly books and articles, memoirs, fiction, and primary historical documents..... 4 s.h.

HIST 3755 The Cold War: History and Politics. The Cold War has been described as “the most widespread international confrontation in history.” Indeed, far from being simply a prolonged standoff between the United States and the Soviet Union, the Cold War defined the ideology of an entire era. From the formation of NATO, to the Cuban Missile Crisis, to the Vietnam War and beyond, decisions made in the context of the times shaped the lives of billions of people. Their major repercussions upon nearly every aspect of human endeavor are still traceable today, as human societies continue to experience the seismic aftereffects of the Cold War’s dramatic closing stages..... 4 s.h.

HIST 3762 Race, Politics, and the Rights Revolution in Modern America. This class will cover American history from 1945 to the present. It will focus on the Civil Rights movement starting with its origins in World War II. The class will analyze how the Civil Rights movement influenced the larger “rights revolution” of the 1960s, the political process in which civil rights legislation was passed, and both the resistance and backlash the movement encountered. The course will also place civil rights and race relations within the larger historical context of modern America, including the consensus culture of the 1950s, the Cold War, Vietnam, the rise of Liberalism, and the rise of the “New” Right 4 s.h.

HIST 3770 Science in Culture: Inquiry in the Laboratory and Field. The laboratory has long been a space for exploring scientific principles and expanding the knowledge of what humans know about the world. The scientific inquiry moved outside in lab into “the Field”, challenging notions of objectivity. This course examines the history of science focusing on important

discoveries, evolutionary thought, genetics, field biology, and nuclear science. Students will analyze the approaches scientists have taken to understand the biggest questions of the human experience; the origin of life, how the natural world works, and the ways science and society intersect. This is a course beneficial to both students of science and the humanities, bridging the disciplinary gap 4 s.h.

HIST 3775 Great Depression/WWII. This class will cover American history from 1919 to 1945. It will analyze the consequences of WWI, the causes of the Great Depression, and the achievements and limitations of the New Deal. The class will further highlight the causes of WWII, America’s tepid response to the international crises of the 1930s, and American involvement in the war. The class will also analyze the varied transformations wrought on American society during these tumultuous years. This course will provide an upper-level elective for history majors/minors 4 s.h.

HIST 3785 History of Modern Espionage. This mid-level course proposes a historical approach to 20th-century intelligence and espionage, beginning with the onset of World War I and ending with the prelude to the ‘Global War on Terrorism’. In doing so, it examines the particular political context that formed the backdrop to historically momentous intelligence operations in America and beyond.....4 s.h.

HIST 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

HIST 3900 Special Topics Readings Course. A reading course for individual students on the junior or senior level. The topics read will depend upon the

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needs of the individual student. The students and instructor will devise a learning contract 2, 4 s.h.

HIST 4001 History Seminar. This course focuses on specialized topics. It requires a research paper or other research project demonstrating mastery of the skills and a sophisticated demonstration of content knowledge in history 4 s.h.

HIST 4110 The Holocaust and Genocide in Modern History. The study of the Holocaust is extraordinarily challenging because of the additional emotional and moral demands it makes on us, aside from the intellectual and cognitive challenges. This course investigates the origins and progression of the onslaught against the Jews and against the non-Jewish “Others,” also deemed undesirable by the Nazi regime. This course will examine the Holocaust and Nazi regime from a psychological and sociological perspective, using an interdisciplinary approach, the groups of individuals associated with the Holocaust (perpetrators, victims, bystanders, resistance fighters, and rescuers). Using a comparative history approach, we will also look at other genocides in the 20th century..... 4 s.h.

HIST 4950 Senior Honors Research Paper. Open only to exceptionally qualified students at the invitation of the Department 2, 4 s.h.

HIST 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. To demonstrate competency in history, graduating students must earn a passing grade on the ACAT—Area Concentration Achievement Test in history..... 0 s.h.

HONORS SEMINAR

HONR 4500 Honors Seminar. The centerpiece of the Snider Honors Program is the Honors Seminar. The seminar is offered every semester, and the topic

changes each time. Topics include faith and culture, vocation, globalization, science and technology, and public policy. Honors students may begin taking the Honors seminars in the second semester of their freshman year. To graduate as a Jack E. Snider Honors Fellow, students who begin the program as first-year students must enroll in HONR 4500 for 3 semesters for a total of 6 s.h. and transfer students must enroll in HONR 4500 for 2 semesters, for a total of 4 s.h.....2 s.h.

HUMANITIES

HUMN 2171 The Quest for a Meaningful Life I. The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel..... 4 s.h.
Prerequisite: ENGL 1110

HUMN 2172 The Quest for a Meaningful Life II. The greatness of a society might be determined in numerous ways—the sophistication of its political system, its military prowess, its artistic and scientific achievements. It might be said that what lies behind its aspirations and achievements, what drives these, in fact, is its definition of the “good life,” with all its complexity of meaning. In this 2-semester course, we will survey those societies that have shaped the modern world and examine how they have defined the good and meaningful life, both in the goals they have sought to achieve and in their literary legacy. In doing so, we hope to challenge students to consider their own definition of a meaningful life in the light of their own culture and of the Christian Gospel..... 4 s.h.
Prerequisite: ENGL 1110

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INFORMATION TECHNOLOGY

ITEC 2010 Programming for STEM. Most organizations use computer technologies extensively in day-to-day operations and research. This course focuses on core concepts of computer science beyond the introductory level, including Python programming and Linux/UNIX shell commands 4 s.h.

ITEC 2020 Computer Programming. An introduction to problem solving, algorithm development, and algorithm analysis implemented in a high level, block structured programming language (such as C++ or Java) 4 s.h.
Pre/Co-requisite: ITEC 2700

ITEC 2700 Foundations of Information Technology. The topics that will be covered in this course includes basic digital media and data, storage, file management, fundamentals of webpage design, basic networking principles, rudimentary information security, basic database concepts, introductory programming and logic and exposure to systems development 4 s.h.

ITEC 3450 Database Management. A study of techniques for designing and maintaining large databases 4 s.h.
Pre/Co-requisite: ITEC 2700

ITEC 3460 Systems Analysis. Describes the role of the systems analyst in information systems. Presents the concepts of systems analysis, design, and implementation in the system development life cycle. Considers the current modeling tools of the systems analyst, including data flow diagrams, entity-relation diagrams, decision support systems, and project management 4 s.h.
Pre/Co-requisite: ITEC 2700

ITEC 3500 Network Management. Local area networks, wide area networks, protocols and the ISO Open Systems Interconnect reference model, system design are discussed within this course. Emphasis is placed upon data link, network, and transport protocols..... 4 s.h.

Pre/Co-requisite: ITEC 2700

ITEC 3655 Web Programming. A study of web programming concepts and techniques, including advanced JavaScript, PHP, and database integration, and application programming. Focus will be on a systems approach and will include the development of a comprehensive application project from concept to final product..... 4 s.h.
Pre/Co-requisite: ITEC 2700

ITEC 3710 Cloud Computing. This course covers cloud computing from an end-user perspective. Students will learn to utilize open source and readily available applications, collaboration tools, and storage options housed on the Internet. The focus of this course is cloud computing from a business or managerial point of view rather than a network or software engineering viewpoint. Students will be exposed to legal, ethical, and privacy issues associated with cloud computing..... 4 s.h.
Prerequisite: ITEC 2700, 3500

ITEC 3755 Current Issues in Technology. Capstone seminar dealing with new technologies, ethics, and other issues 2 s.h.
Corequisite: ITEC 3780

ITEC 3760 Cybersecurity and Information Assurance. The course introduces the threats to information resources and appropriate security measurement. Topics include cryptography, identification and authentication, access control models and mechanisms, steganography, Internet security, and intrusion detection and prevention... 4 s.h.
Pre/Co-requisite: ITEC 2700

ITEC 3761 Cybersecurity Framework and Policy. This course introduces configuration management, risk assessment, and enforcement of information technology security policies as a part of the implementation of a cybersecurity framework. Students will develop a comprehensive information technology security policy using SANS (System Administration, Audit, Networking and Security)

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guidelines and apply a cybersecurity framework to organize against and respond to cyberattacks. 4 s.h.
Prerequisite: ITEC 2700, 3760

ITEC 3762 Computer Forensics. Students will investigate computer network intrusions including gathering evidence, chain of custody, detection systems, and incident reporting. This course makes extensive use of hands-on techniques used by computer forensics professionals 4 s.h.
Pre/Co-requisite: ITEC 2700, 3760, 3761

ITEC 3764 Cloud Computing and Virtualization. This course introduces virtualization technology, virtual machine storage, virtual networking, and access control. Students should be able to manage installation, configuration, and management of cloud storage systems 4 s.h.
Prerequisite: ITEC 2700, 3500, 3710

ITEC 3769 Ethical Hacking. This course teaches students the methodologies for dealing with various types of hacking attacks and how to effectively deal with these types of attacks. Students in this course will be exposed to real-world scenarios in a series of virtual labs for a better understanding of network analysis and system hardening. 4 s.h.
Prerequisite: ITEC 2700, 3760, 3761, 3762

ITEC 3770 Professional Development and Current Issues in Technology. Seminar dealing with professional development in information technology, the job search and career path, new technologies, ethics, and other issues..... 4 s.h.

ITEC 3780 Final Portfolio Presentation and Assessment*. The purpose of this course is to allow student candidates for the degree of Bachelor of Science in Cybersecurity and Cloud Computing to demonstrate their major field achievements through constructing and presenting a final portfolio of their work. The portfolio presentation is submitted online during ITEC 3780, at the end of the semester in which the student intends to graduate. Any student who does not meet the requirements of the assessment of the

portfolio will not graduate until the requirements have been met 2 s.h.
Corequisite: ITEC 3755
*Not designed for transfer

ITEC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

ITEC 4990 Comprehensive Assessment..... 0 s.h.

INTERCULTURAL STUDIES FOR CHRISTIAN SERVICE

ICST 2100 The World Christian Movement. An introductory course in the Biblical foundation, historical development, and strategic expansion of Christian world mission 4 s.h.

ICST 2120 Cultural Diversity in America. An examination of the socio-demographic, cultural, political, religious, and economic heritage of America's major ethnic groups (White Ethnics, African Americans, Native Americans, Latinos, Asian American, Arab Americans). This course is designed to incorporate the methodologies of history, anthropology, sociology, cultural studies, political science, and economics. Students will begin with an examination of the concepts of prejudice and discrimination, explore these concepts as they encounter each major ethnic group, and end the course with personal statements of their own racial and ethnic identity development. Additional emphasis placed on Appalachian heritage and gendered roles of ethnic men and women. Students in this course will read and interpret relevant course texts, take quizzes, write essays, participate in class discussions and small group discussion, conduct research using peer reviewed

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resources, and conduct qualitative interviews to increase cultural knowledge of major ethnic groups, to acknowledge personal prejudice, and to confront stereotypes 4 s.h.

ICST 2200 Cultural Identity. An examination of national, cultural, racial, ethnic, and religious identity development with an emphasis on growing up in Appalachia. Students will learn how to assess their own cultural practices as expressions of social, economic, and political norms that are neither neutral nor universal. The course is intended to help students gain awareness of the personal identity they possess and reflect, as well as the identity others reflect back on them as citizens of the United States and products of the central Appalachian region. Class lecture, class discussion, small group projects, essays, films, documentaries, and individual research projects will serve as the primary means of instruction..... 4 s.h.

ICST 2310 Introduction to Cultural Anthropology. A foundational exploration to the discipline of cultural anthropology and the study of other cultures as it relates to the expansion of Christianity in the non-western world. This introduction will enhance effective communication of the gospel and aid in the development of culturally sensitive missionary methods and strategies..... 4 s.h.

ICST 3110 Appalachian Culture. This course offering is an introduction to southern Appalachian history and culture beginning with the European settlement and continuing through the modern era. The course will examine cultural “otherness”, about how people perceive each other across cultural boundaries—specifically boundaries that correlate with social class. 4 s.h.

ICST 3200 Cross-Cultural Ministry and Service. A study of the gospel’s importance for ministry and social justice. Through a holistic, sustainable, locally-led approach to cross-cultural ministry, students will engage practically with the world around them, gaining awareness of pitfalls such conflict and misconduct, and learning how to respond when these issues occur. 4 s.h.

ICST 3300 Cross-Cultural Communication & Orality. A study of the principles and processes for effectively transposing the gospel—written in a particular time for a particular culture—into our own culture, then sharing the gospel across cultural contexts. Key topics include the language study and learning, nonverbal communication, and orality and biblical storytelling..... 4 s.h.

ICST 3500 Dynamics of Global Christian Worship. This course examines the content and context of Christian worship in various global settings. Special attention is given to music, drama, dance, and art within the cultures of study. Non-western Christian worship as well as western worship practices will be considered 4 s.h.

ICST 3510 Global Health Workshop. Medical work/Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required 2-4 s.h.

ICST 3520 Intercultural Research/Field Work Practicum. Field Research/ Elective course. A hands-on experience in the field of study. An oral debriefing and a written report are required..... 2-4 s.h.

ICST 4510 Appropriate Technology and Development in Christian Mission. Course work provides a melding of development theory and appropriate technology as it relates to Christian mission. Hands-on projects require access to basic tools and ability to acquire simple building materials. Some topics included in this course: exploration of humanistic and theological understandings of nature; stewardship of creation as a Biblical ethic; the ecological crisis and its implication for persons of faith; educative and practical resources explored for responsible care of creation; thoughtful application of appropriate technology to address specific issues in agriculture, water, waste, and energy..... 4-8 s.h.

INTERDISCIPLINARY STUDIES

IDST 2150 21st Century Research Skills. This course

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focuses on the practical aspects of research for college success but will also explore the lifelong implications of being an information literate individual in the 21st Century. The course will explore how information is produced, how to find information, how to integrate information into research projects, and how to use information ethically 2 s.h.

IDST 4500 Interdepartmental Science and Mathematics Seminar*. This course is required for Junior and Senior students majoring in the natural sciences. The seminar is designed to prepare students for careers in graduate studies, and thus includes a major research paper and oral research presentation to be given to the assembly of upper-level science students and faculty. Several class sessions focus on preparing application materials and other career-focused activities. Students must enroll for four semesters, with each semester consisting of 0.5 s.h., for a total of 2 s.h. required for degree completion. Three semesters are graded as Pass/Fail, with the presentation semester receiving a traditional letter grade. 0.5 s.h.

*Not designed for transfer

KING

KING 1000 First Year Seminar.* This course is designed to assist students in making the transition to university by providing them with an introduction to King and equipping them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment..... 2 s.h.

*Not designed for transfer

KING 1500 Introduction to Higher Education*. This course is designed to equip students with strategies and skills to assist them in achieving success academically as well as professionally and personally. The course is intended to challenge students to examine their understanding and assumptions about themselves and their educational journey, particularly in the context of Christian higher education. Students will also learn about distinctive aspects of King while exploring the ideas of service and vocation in relation to the University's mission 4 s.h.

*Not designed for transfer

KING 1600 Topics in General Education*. This course is designed to improve students' study skills as well as organization skills. There will be an emphasis on tracking academic progress in each course taken, planning, and executing study times, creating communication with Academic Center for Excellence, as well as setting academic goals while at King 2 s.h.

*Not designed for transfer

KING 1610 Preparing for College-Level Work*. This course is designed to improve students' study skills as well as organizational skills. There will be an emphasis on planning and executing study times, creating communication with the Academic Center for Excellence, as well as setting academic goals while at King.....4 s.h.

*Not designed for transfer

KING 1620 Preparing for College. Credit for this course is awarded to students who successfully complete the Elizabethton High School Senior Capstone Course (G25H24), or equivalent, per the Prior Learning Assessment policy. It exposes students to several topics relating to pursuing post-secondary education and skills for post-secondary success. A letter grade of P will be assigned for credit granted. Because no grade is assigned other than P, no Quality Points will be awarded to count toward GPA. 1 s.h.

KING 2000 Transfer Year Seminar*. This course will focus on academic skills, engagement with campus life, and transitional success; it will also present strategies for overall spiritual and social growth directly related to the transfer student's experience 2 s.h.

*Not designed for transfer

KING 3000 Cross-Cultural Experience. The cross-cultural experience allows students to confront their own presuppositions about what culture is and what culture means. The experience also helps students broaden their awareness and appreciation of diverse cultures. It seeks to prepare them to operate more thoughtfully in a world that is increasingly

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interconnected. As students encounter other cultures, they may realize ways to interact creatively to meet needs they see, and will also realize that new situations transform them 0 s.h.

KING 4000 Christian Faith and Social Responsibility*. This course serves as the capstone of a student’s time at King and should be taken during the senior year. It seeks to tie together the experiences of students throughout the disciplines and provide them with a common forum to explore issues related to a variety of topics. It challenges them to think critically about ways to integrate faith and learning as they leave campus and enter the working world. 2 s.h.
*Not designed for transfer

KING 4020 OAK. All students on all delivery platforms in undergraduate major programs must take OAK, which stands for Outcomes Assessment at King. The test is the mandatory Comprehensive Assessment for general education. OAK is a test that students take through Canvas in their graduation semester. Students’ transcripts will indicate that the comprehensive assessment requirement has been fulfilled. Any student who does not meet the requirement for comprehensive assessment of general education will not graduate until the requirement has been met..... 0 s.h.

LATIN

LATN 1000 Beginning Latin. Study of Latin grammar, vocabulary, and syntax..... 4 s.h.

LATN 2000 Intermediate Latin. Continuing study of Latin grammar, vocabulary, and syntax. Guided readings of Latin texts such as the Vulgate translation of the Bible and Caesar’s Gallic Wars 4 s.h.
Prerequisite: LATN 1000

LEADERSHIP

LEAD 1000 Developing Leadership Skills: Bristol Youth Leadership. This course program is administered by the Bristol, Tennessee/Virginia Chamber of Commerce, and course credit is

administered by a King faculty member working with the program director. Throughout the program, students will learn a variety of valuable leadership skills including time management, community awareness, and business ethics. The program also provides training in personal development, skills training, volunteering opportunities, and team building. In addition to the monthly class sessions, the Bristol Youth Leadership students are assigned to Community Service Projects to increase awareness of the community and provide the opportunity to serve. These projects are submitted by various agencies, governmental entities, and nonprofit organizations and require the participants to complete research, plan various events, participate in community activities, and create presentations. The students work diligently to determine a course of action and follow through with success. (Enrollment is by invitation only and students must be accepted by the Bristol Youth Leadership Selection Committee. The application process occurs each spring during the month of May. Students may enroll in this course twice.) 1 s.h.

LEAD 1500 Residence Life. This course is designed as supplemental and ongoing training for newly hired resident assistants. All Resident Assistants must take this course during their first semester of employment. This course will examine many trends in higher education as well as explore basic counseling skills, mediation skills, and how to handle crisis situations in depth 1 s.h.

LEAD 1600 Leadership Development: Orientation (Launch). This course is designed to support Launch Leaders (orientation leaders) in developing leadership skills needed to assist first-year and transfer students in making the transition to the academic and social environment of King.....1 s.h.

LEAD 2100 Introduction to Leadership. This course is designed to address the needs of students who have demonstrated leadership potential yet desire additional experience and training necessary to successfully assume significant leadership positions on campus. Participation in the class will also provide a strong base of knowledge and experience as the student prepares to

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assume responsibility in his or her community upon graduation..... 2 s.h.

LEAD 2200 The 7 Habits of Highly Effective People.

Based on the powerful, proven principles found in Dr. Stephen R. Covey's best-selling business book, *The 7 Habits of Highly Effective People*, this course will guide students in first looking inward by learning to exercise greater initiative, establish priorities, and optimize time. Then students will focus on working interdependently with others by valuing individual strengths and cultivating high trust relationships.. 2 s.h.

LEAD 2400 Mentoring. This course will examine the mentoring role in the context of leadership including the skills required for mentoring, negotiating the logistics of the mentor-mentee relationship, ethical considerations, and life cycle of the mentoring relationship..... 2 s.h.

LEAD 3000 Leadership Theory. This course will explore contemporary leadership theory. Students will learn to examine how purpose in life influences personal goals and leadership, discover new maps for a rapidly changing world, and learn how to shape organizations or communities. Furthermore, the course will explore the fundamental aspects of leadership by addressing current topics relating to the subject..... 2 s.h.
Prerequisite: LEAD 2100

LEAD 3500 Readings in Leadership. This seminar course guides students through an exploration and examination of the canon of texts and writings on leadership from ancient to modern..... 2 s.h.

LEAD 3810 Leadership Experience. All students minoring in leadership must complete a practical leadership experience. This requirement can be met through a traditional 2 s.h. internship (100 contact hours) or by documenting a significant leadership experience, with a roughly equivalent time commitment, such as serving as an elected officer or board member of a campus, social or community organization, chairing a community, workplace, or church committee, or other leadership role approved by the advisor 2 s.h.

LIBERAL STUDIES

LIBS 3000 The Quest for Self-Knowledge. Students in this course will engage in a challenge at the roots of the Western intellectual tradition: Socrates' charge, "Know thyself." Students will be asked to consider various dimensions of this challenge: How do we know ourselves accurately? How do our past, our community, our landscape shape us? What is it to be a human being? How do we relate to God? Why are we here? 4 s.h.

LIBS 3400 The Quest for Community and an Ordered Society. In Genesis Chapter Two, God observes that "it is not good for man to be alone," but as human beings, one of our greatest challenges is to live at peace with other people. This course will examine the individual's role in the community and the community's role in society. Topics will include the defining characteristics of communities, the responsibility of communities to the disenfranchised, the political structure of society, and the uses and misuses of power and authority 4 s.h.

LIBS 3600 The Quest for Stewardship and Ethical Responsibility. Students will look at two of the most controversial challenges our society faces today—stewardship of the earth plus our fellow human beings and the question of right and wrong behavior. Students will be prompted to think critically about the role of stewardship and ethical behavior in their careers—whom or what must we care for? What is the right thing to do in a given situation? Where does our sense of right and wrong come from? What is our duty in life? 4 s.h.

LIBS 4000 The Quest for Career and Vocation. In this course, students will explore the role of career and vocation in relation to their own lives and careers. Using Frederick Buechner's definition of vocation as "the place where your deep gladness and the world's deep hunger meet," students will read novels, short stories, and essays and view films that will lead them to consider questions relating to career, vocation, and family and community life: What role does career and

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vocation have in my life and in the life of my family?
What does it mean to be fulfilled? How can I balance
obligations to my work, my family, my community?
What role does spirituality have in my work? 4 s.h.

MATHEMATICS

MATH 1000 Principles of Mathematics*. This course is designed to prepare students for college-level mathematics courses. Topics will include basic computation with positive and negative integers, fractions, ratios and proportions, conversions, percentages of increase and decrease, scientific notation, and basic algebra..... 4 s.h.

*Not designed for transfer

MATH 1010 Basic Algebra. This course focuses on algebra skills and basic analytic geometry 2 s.h.

MATH 1220 College Algebra. Primarily a service course for education students, topics in this course will include functions and their graphs, linear equations, polynomials, exponential and logarithmic functions, and applications involving exponential growth and decay 4 s.h.

MATH 1230 Pre-Calculus. Designed for the student who intends to take calculus but has not had sufficient preparation. Pre-Calculus focuses on analytic geometry with emphasis on the transcendental functions 4 s.h.

MATH 1500 Cryptology. The Science of Secret Writing. A study of the classic methods of encryption and decryption, focusing on several historical methods of encryption and simple techniques involving transposition ciphers, modular arithmetic, and matrices 4 s.h.

MATH 1560 Introduction to Statistics. A study of the fundamentals of probability and statistics, including regression analysis and correlation. Specific focus is placed on probability distributions and their application to confidence intervals and hypothesis testing for data samples..... 4 s.h.

MATH 2100 Programming with Graphics, Symbols, and Text. An introduction to a computer algebra system and a symbolic word processing system, specifically *Mathematica* and *Latex*, both of which are standard software used by mathematicians and physicists. This course includes the basics of producing graphical objects and syntactically correct algebraic and symbolic expressions, along with ideas such as recursion, looping, data structures, file manipulation, as well as producing print-ready copy whose elements are text, graphics, and any manner of convoluted mathematical expression.....2 s.h.

MATH 2200 Mathematics for Elementary Teachers. This course is designed to deepen the content understanding of mathematics needed for teaching elementary and middle school mathematics and to do so in such a way that emphasizes a study, from a problem-solving standpoint, of concepts and knowledge outlined in the Tennessee elementary mathematics curriculum standards and national guidelines. Students should expect to interact in groups, present problem solutions with justification, and demonstrate problem-solving techniques during class throughout the semester. Open only to elementary education candidates.....4 s.h.

MATH 2350 Calculus I. A study of limits, the derivative and its applications, and an introduction to the integral.....4 s.h.

MATH 2360 Calculus II. A study of the integral and its applications, including series.....4 s.h.
Prerequisite: MATH 2350 or equivalent

MATH 2370 Vector Calculus. Continuous mapping from R^n to R^m , vector analysis, line integrals, surface integrals, the divergence theorem and Stokes' theorem.....4 s.h.
Prerequisite: MATH 2360

MATH 2410 Discrete Mathematics. A mathematical foundations course including logic, set theory, binary relations, mathematical induction, recursion, and counting arguments. This course is intended to be a

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bridge course, transitioning the student from algorithmic procedures to proof construction..... 4 s.h.

MATH 2450 Linear Algebra. A study of linear transformations of vector spaces including matrices, orthogonality, least-squares approximations, determinants, eigenvalues, and diagonalization..... 4 s.h.
Prerequisite: MATH 2350 or consent of instructor

MATH 2480 History of Mathematics. This course is a broad overview of the history of mathematics ranging from the origin of mathematics in early civilizations to advancements in the 21st century, focusing on interesting personalities and outstanding achievements 2 s.h.
Prerequisite: MATH 2360

MATH 3100 Graph Theory. Basic theory, trees, planar graphs, hamiltonicity, vertex colorings, search algorithms, and Ramsey theory 4 s.h.

MATH 3110 Combinatorics. A study of enumeration techniques applied to arrangements, patterns, and designs, including general counting methods, generating functions, recurrence relations, and the inclusion-exclusion principle..... 2-4 s.h.

MATH 3120 Number Theory. A study of the integers, congruence relations, prime distributions, Diophantine equations, number theoretic functions..... 2 s.h.

MATH 3150 Mathematical Statistics. Probability theory, distributions and densities, sampling theory..... 4 s.h.
Prerequisite: MATH 2360

MATH 3250 Geometry. Topics selected from Euclidean constructions, transformations, projective plane geometry, non-Euclidean geometry, tilings and other geometrical patterns..... 4 s.h.
Prerequisite: MATH 2350

MATH 3430 Differential Equations. Linear first and second order differential equations and their applications..... 4 s.h.
Prerequisite: MATH 2360

MATH 3470 Applied Mathematics. Selected concepts and techniques of mathematics which are useful in science and engineering: stability of systems; predator-prey equations; interacting oscillators; calculus of variations; linear algebraic formulation of systems of linear differential equations; introduction to partial differential equations; Fourier series 2-4 s.h.
Prerequisite: MATH 3430 or consent of instructor

MATH 3480 Complex Analysis. A study of the algebra of the complex plane, including power series manipulation, the logarithm and exponential functions, the Cauchy-Riemann equations, winding numbers, residues, and Laurent series. 4 s.h.
Prerequisite: MATH 2360

MATH 3510 Abstract Algebra. Finite groups, rings, ideals, and fields..... 4 s.h.
Prerequisite: MATH 2410 and one of 2370, 2450, 3430

MATH 3520 Further Studies in Abstract Algebra. Designed for the junior/senior major intending to proceed to graduate school in mathematics 2 s.h.
Prerequisite: MATH 3510

MATH 3610 Analysis. Elementary point-set theory, sequences, limits, continuity, derivatives, and integrals. Emphasis is on concepts and rigor 4 s.h.
Prerequisite: MATH 2370 and MATH 2410

MATH 3620 Further Studies in Analysis. Designed for the junior/senior major intending to proceed to graduate school in mathematics..... 2 s.h.
Prerequisite: MATH 3610

MATH 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

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MATH 3900 Special Topics. For Junior and Senior majors credit to be arranged
Prerequisite: MATH 2360

MATH 4800 Research in Mathematics. This course will consist of research or independent study in mathematics under the direction of a faculty member. A GPA of 3.50 in mathematics courses at or above the 2100-level and permission of the instructor are required 2 s.h.

MATH 4930 Mathematics Capstone*. This course serves as a comprehensive review of the content required for the mathematics major. Topics for review include differential and integral calculus, multivariable calculus, matrices, and their applications, counting arguments, probability, and mathematical induction 2 s.h.
*Not designed for transfer

MATH 4990 Comprehensive Assessment.
Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a degree in mathematics, students must earn a passing grade on either the MFAT (Major Field Achievement Test) in mathematics, or the PRAXIS if they are pursuing secondary education licensure .. 0 s.h.

MILITARY SCIENCE (ROTC)

These courses are offered at East Tennessee State University and are only available to students enrolled in the Army ROTC program. Courses are counted as general electives towards graduation. No more than 3 s.h. of physical activity courses can be counted towards the total 124 hours required for the King degree.

MSCI 1180 Leadership/Personal Development (Lab). Practical application of leadership skills and an introduction to military drills and ceremonies. Uniforms will be issued to participants. Repeatable for credit one time 1 s.h.

MSCI 1181 Tactical Leadership (Lab). Practical application of leadership skills and an introduction to military drills and ceremonies. Uniforms will be issued to participants. Individuals who sign up for MSCI 1181 must also enroll in MSCI 2110. Repeatable for credit one time 1 s.h.
Corequisite: MSCI 2110

MSCI 1210 Leadership/Personal Development. Introduces students to the personal challenges and competencies critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to civilian and military leadership professions. Students will utilize the *Basler Challenge* course and receive basic marksmanship training 1 s.h.

MSCI 1217 Physical Fitness (Basic). Designed to promote overall fitness with an emphasis on nutrition, endurance, and strength training as part of an overall lifestyle. This course may be repeated up to (4) times for credit 1 s.h.

MSCI 1220 Introduction to Tactical Leadership. A study of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills that relate to civilian and military leadership professions. Students will utilize the *Basler Challenge Course* and receive basic marksmanship training... 1 s.h.
Prerequisite: Completion of MSCI 1210 or approval of Professor of Military Science

MSCI 2110 Innovative Team Leadership. A study of civilian and military leadership traits and behavior theories. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Case studies provide tangible context for learning the *Soldier's Creed* and *Warrior Ethos* as they apply in changing operating environments 2 s.h.

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MSCI 2150 Military Skills I. Examines the challenges of leading tactical teams in complex and changing operating environments. Course highlights the dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills 2 s.h.

MSCI 2580 Leadership Training Courses. This option is available only for students who did not qualify for the *Advanced Phase* by completing four (4) *Basic Phase* courses during their freshman and sophomore years. *The Basic Camp*, conducted at Fort Knox, Kentucky, is a five (5) week leadership development course where students are placed in an intensive training environment where they live, work, and learn in a cooperative group under 24-hour-a-day leadership instruction and receive detailed appraisal of their displayed leadership performance 1-6 s.h.
Prerequisite: Approval of Professor of Military Science

MSCI 3110 Adaptive Tactical Leadership. Course continues to challenge students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities 3 s.h.
Prerequisite: Completion of the Basic Course or equivalent or Approval of Professor of Military Science

MSCI 3120 Leadership in a Changing Environment. Course utilizes increasingly intense situational leadership challenges to build awareness and skills in leading tactical operations up to platoon level. Students will review aspects of combat, stability, and support operations; conduct military briefings to develop proficiency in giving operation orders; focus on exploring, evaluation, and developing skills in decision-

making, persuading, and motivating team members in changing operating environments 3 s.h.
Prerequisite: Completion of MSCI 3110 or
Approval of Professor of Military Science

MSCI 3217 Physical Fitness (Instructor). Designed to prepare the MS III and IV contracted Cadets to conduct and evaluate military physical fitness training. Course is required for contracted Cadets. This course may be repeated up to three (3) times for credit 1 s.h.

MSCI 4110 Developing Adaptive Leaders. Course develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates as part of civilian and military leadership professions. Students assess risk, make ethical decisions, identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates 3 s.h.
Prerequisite: Completion of MSCI 3120 or
Approval of Professor of Military Science

MSCI 4120 Leadership in a Complex World. Course explores the dynamics of leading in the complex situations of current military operations in changing operating environments. Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Course also explores aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support 3 s.h.
Prerequisite: Completion of MSCI 4110 or
Approval of Professor of Military Science

MSCI 4580 Leadership Development and Assessment. The *Advanced Camp* is a five (5) week leadership course conducted at Fort Lewis, Washington. Students will rotate through leadership positions, supervising their peers through both academic and tactical activities in both garrison and field environments. Students will be under leadership evaluation 24 hours a day for the duration of the course, will receive a detailed appraisal of their displayed leadership performance, and return to

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campus qualified to enter the 4000-level *Military Science* and *Leadership* courses 6 s.h.
Prerequisite: Completion of MSCI 3110
and MSCI 3120

MSCI 4582 Military History. A historical perspective to decisions made by American military leaders from the colonial period through the current operating environment. Will explore the military's role in society, the evolution of war and the progression of military professionalism, the major wars fought by the United States Army, and the role of the United States military in joint operations and humanitarian operations.. 3 s.h.

MUSIC

MUSC 1010 Music Theory I. Combines the basic techniques of how music is written with the development of skills needed to read and perform music in a literate manner 4 s.h.

MUSC 1011 Aural Skills I. A lab course coordinated with the content of MUSC 1010 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 1020 Music Theory II. Combines the basic techniques of how music is written with the development of skills needed to read and perform music in a literate manner 4 s.h.
Prerequisite: MUSC 1010

MUSC 1021 Aural Skills II. A lab course coordinated with the content of MUSC 1020 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 1030 Class Piano I This course offers an option for music majors to learn the piano skills required to pass their Keyboard Proficiency Exam (MUSC 3291) in a class setting. It will also provide non-music majors the opportunity to learn piano skills as an elective. 1 s.h.

MUSC 1040 Class Piano II This course is a continuation of Class Piano I..... 1 s.h.
Prerequisite: MUSC 1030

MUSC 1110 King Chorale. A mixed choral ensemble (SATB) that studies and performs a wide variety of music from various cultures and periods. Three hours of rehearsal per week is required..... 1 s.h.
Prerequisite: Audition

MUSC 1130 Small Choral Ensemble. A small, auditioned choir that will focus on various styles of repertoire 1 s.h.

MUSC 1150 Instrumental Ensembles (Symphonic Band and Chamber Ensembles). Exploration, interpretation and performance of concert band and smaller ensemble literature, including new and lesser-known pieces as well as standard literature. Three hours of rehearsal per week 1 s.h.
Prerequisite: Audition

MUSC 1170 Jazz Ensemble. Exploration, interpretation, and performance of jazz ensemble/combo literature, including newer as well as standard literature. Emphasis is placed on historical as well as current popular performance styles. The group will also serve as standing pep band for home basketball games as well as a potential traveling group to aid in recruiting 1 s.h.

MUSC 1200 Introduction to Sound Engineering. An overview of the history of sound engineering and the recording industry with detailed study and utilization of current technology, including Garage Band and Apple Logic Pro. Out-of-class listening assignments and a final recording project are required 4 s.h.

MUSC 1500 Introduction to Music Research. A course which explores the basic techniques and resources for doing musical research. The course focuses upon music research, but the skills learned can be applied to any academic discipline 2 s.h.

MUSC 2010 Harmony and Basic Composition I. Concentration of writing tonal harmony with chromatic vocabulary. Includes analysis and composition in the basic homophonic forms. Second semester, twentieth-century techniques are studied.

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There is also daily melodic and harmonic dictation with keyboard harmony..... 4, 4 s.h.
Prerequisite: MUSC 2010 is a prerequisite for MUSC 2020

MUSC 2011 Aural Skills III. A lab course coordinated with the content of MUSC 2010 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 2020 Harmony and Basic Composition II. Concentration of writing tonal harmony with chromatic vocabulary. Includes analysis and composition in the basic homophonic forms. Second semester, twentieth-century techniques are studied. There is also daily melodic and harmonic dictation with keyboard harmony..... 4, 4 s.h.
Prerequisite: MUSC 2010 is a prerequisite for MUSC 2020

MUSC 2021 Aural Skills IV. A lab course coordinated with the content of MUSC 2020 to assist in developing the aural skills of student musicians..... 0 s.h.

MUSC 2100 History of Music I. Analytical overview of Medieval, Renaissance, and Baroque Music. Emphasis given to the development alongside the early Christian church, the cultural and historical context of music, and musical styles. Out-of-class listening assignments and attendance at live concerts are required..... 4 s.h.

MUSC 2101 History of Music II. Analytical overview of Classical, Romantic, and Modern Era music. Major components include understanding the expanded tonalities in music and the introduction of new musical systems. Special emphasis is given to score reading and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 2110 Introduction to Instrumental Music. Comprehensive study of methods of teaching instrumental music for the elementary, middle, and secondary schools. Emphasis is placed upon philosophy, objectives, and techniques of various instrumental ensembles. Special emphasis on the repair and maintenance of various instruments..... 3 s.h.

MUSC 2181 History of Jazz. The History of Jazz is intended to familiarize students with the unique American art form of Jazz. Course study encompasses pre-Jazz history through today's current trends. A multi-media approach is a feature of this class as well as attendance at live Jazz performances allowing first-hand experience and application of course material. This course is an option for Music and Music Education majors and can be used to fulfill the Human Creative Products General Education requirement4 s.h.

MUSC 2300 American Folk Music. This course explores the roots of music that has been identified as American folk music in the context of history, geography, performance, song content, and circulation..... 4 s.h.

MUSC 2400 Community Music and Quality of Life. This course seeks to explore the many ways of community music and its relationship with the quality of life of differing populations (elderly, at-risk youth, physical and mental health disorders, refugees, etc.)..... 4 s.h.

MUSC 2700 Diction for the Singer. Emphasis is upon learning the International Phonetic Alphabet (IPA) and applying it to the study of singing. Work will be done in English, French, German, and Italian 2 s.h.
Prerequisite: Permission of program coordinator

MUSC 2950 Music Technology. A survey of technology used in the music and music education fields including sound reinforcement hardware and applications, MIDI, notation software, recording and editing hardware and software, notation software, and drill design software. The course includes instruction and assessment in commonly used non-music software and applications such as word processing and spreadsheet programs, cloud based computing and Smart Board use. For Music Education majors, the course will be a substitution for EDUC 2950 and includes selected content from that course with the addition of the music components 2 s.h.

MUSC 3010 Counterpoint. Tonal counterpoint: analysis and composition in the style of the eighteenth

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century with some attention given to the species counterpoint of the sixteenth century..... 2 s.h.
Prerequisite: MUSC 1020

MUSC 3020 Form and Analysis. The investigation of detailed phrase analysis, reductive analysis, motivic analysis, and the analysis of larger musical form and the mutation of forms 2 s.h.
Prerequisite: MUSC 1020

MUSC 3030 Arranging/Orchestration. A one-semester course focusing upon writing music for various combinations of voices and instruments... 2 s.h.

MUSC 3040 Post-tonal Music Theory. This course in an introduction to the various techniques of composition and analysis that were a focus of twentieth-century music..... 2 s.h.
Prerequisite: MUSC 2020

MUSC 3110 Collegium Musicum. SATB choral ensemble that specializes in choral chamber music (particularly of the Renaissance or the 20th century). Each singer must be independent with both music and various languages. Rehearsal of one hour per week is required 1 s.h.
Prerequisite: Audition only

MUSC 3120 Introduction to Appalachian Music. This course is designed to broaden students' understanding of musical traditions of the southern Appalachian region. The course will examine the chronological history of music as an oral tradition in Appalachia, its origins, and its progression through modern times. The course will not be strictly limited to a specific type of music or oral tradition in the Appalachian region and will incorporate sociological, economical, and religious examinations of traditional music as well. The history and progression of traditional music from a communal, family entertainment to a consumer-fueled commodity for a mass-produced record industry will be discussed. The role of radio, its influence on traditional musicians, and its impact on southern culture will be addressed. Finally, the influence of 'agents of change' (railroads, rural postal service, and radio) and how these agents

affected traditional musicians and their music will be discussed..... 4 s.h.

MUSC 3150 Medieval and Renaissance Music. Analytical overview of the earliest preserved examples of western music. Special emphasis is given to the development of music alongside the development of the early Christian church. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 3160 Baroque and Classical Music. Analytical overview of western music from the 17th and 18th centuries. This music is the beginning of modern musical theory and of opera. Special emphasis is given to development of analysis and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 3170 Romanticism in Music. Analytical overview of western music from the 19th century. Understanding the expanded tonalities in music is a major component. Special emphasis is given to development of reading scores and listening skills. Out-of-class listening assignments and attendance at live performances are required..... 4 s.h.

MUSC 3180 The Modern Era of Music. Analytical overview of western music from the 20th and 21st centuries. This is the period of new musical systems, mostly coming from America. Special emphasis is given to the development of listening skills and understanding the cross-disciplinary character of modern music. Out-of-class listening assignments and attendance at live performances are required. 4 s.h.

MUSC 3291 Keyboard Proficiency Exam. An examination to ensure that all music majors of King have attained the basic keyboard skills necessary to pursue a job or further education 0 s.h.
Prerequisite: Permission of the program coordinator

MUSC 3500 Instrumental Methods and Techniques I. This course is designed to survey materials, methods, and technical requirements appropriate for providing

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instruction in string and woodwind instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course.. 4 s.h.

MUSC 3510 Instrumental Methods and Techniques II. This course is designed to survey materials, methods, and technical requirements appropriate for providing instruction in brass and percussion instruments, and to develop assessment skills for these instruments. Grades K-12. Instructional planning, assessment, and fieldwork are required components of the course 4 s.h.

MUSC 3620 Conducting I. A two-semester hour course which seeks to develop the fundamentals of expression and gesture for the choral conductor. Emphasis is given to understanding and performance of musical rhythmic patterns. Opportunities for conducting and critiquing are essential to the class 2 s.h.

MUSC 3630 Conducting II: Choral. A one-semester course that seeks to develop the fundamentals of gesture and expression for the choral conductor. Opportunities to conduct and critique are essential to the class 2 s.h.
Prerequisite: MUSC 3620

MUSC 3631 Conducting III: Instrumental. A one-semester course that seeks to develop the fundamentals of gesture and expression for the instrumental conductor. Opportunities to conduct and critique are essential to the class 2 s.h.
Prerequisite: MUSC 3620

MUSC 3880 Senior Recital. A 45-minute (minimum) solo program that demonstrates the development of every individual musician on his or her primary instrument (piano, organ, voice, band instrument) 0 s.h.
Prerequisite: Permission of program coordinator

MUSC 3890 Church Music Internship. Opportunity to have a supervised workplace experience in a local church music program. Conducting and playing for

worship services and rehearsals, administrative duties, and budget issues will be a component 1-4 s.h.

MUSC 3900 Special Topics in Music History.
Advanced research and analysis in music history .. 4 s.h.
Prerequisite: Approval of program coordinator

MUSC 3910 Piano Literature. A study of piano music beginning with the 17th Century. Attention is given to the development of the piano and the subsequent effect on the literature. 4 s.h.
Prerequisite: Consent of instructor

MUSC 3920 Organ Literature. A historical look at organ literature coordinated with a study of the development of the organ 4 s.h.
Prerequisite: Consent of instructor

MUSC 3930 Vocal Literature. A survey of the development of solo song from the sixteenth century to the present. Some discussion of vocal pedagogy will necessarily be part of the course 4 s.h.
Prerequisite: Consent of instructor

MUSC 3940 Choral Literature. A survey of the development of choral literature from the Middle Ages to the present. Special emphasis is given to sacred choral literature 4 s.h.

MUSC 3950 Public School Music Literature. A survey of music literature appropriate for use in the public-school setting with emphasis upon age appropriateness. Basic musical terms, literacy, and instructional methodology for different repertoires will be introduced 4 s.h.

MUSC 3960 Band Literature. A one-semester course that surveys the development of band literature from the 19th century to the present. Special emphasis is given to literature for wind instruments 4 s.h.
Prerequisite: MUSC 3631

MUSC 4990 Comprehensive Assessment.
Comprehensive assessment in music demonstrates competency in the graduating student's major field.

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Students must earn a passing grade on the MFAT—
Major Field Achievement Test in music..... 0 s.h.

NURSING

NURS 2000 Nursing Orientation. This course will focus on the transition to the nursing major. It will provide strategies which promote success in the nursing program and as a professional nurse. Dosage calculation review is included. This course will cover resources available at King to assist in student success. A review of King policies, academic integrity and conduct expectations, the School of Nursing policies and resources will also be covered..... 0 s.h.
Corequisite: NURS 3015

NURS 3000 Pathophysiology. This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine, and reproductive. Implications for nursing care posed by these system alterations are also presented. Registration requires faculty approval prior to acceptance to nursing program..... 4 s.h.
Prerequisite: BIOL 1010, 1020, 2500

NURS 3002 Informatics in Professional Nursing. This course introduces the basic concepts relevant to nursing informatics, which is an evolving discipline affecting all areas of nursing practice. Beginning nursing students establish a foundational framework of knowledge for understanding and applying nursing informatics in healthcare settings. They also explore concerns about information protection, information system integrity and to ethically manage data, information, knowledge, and technology. Additional informatics' topics covered in this course include comparison of different eras in time, models and theories, computerized applications, technological

advancements, and the use of information technology to promote safety and enhance quality in patient-centered care 2 s.h.

NURS 3005 The Science of Human Pathophysiology. This course uses a concept-based approach to examine pathophysiology and disruptions in normal body functioning in individuals across the lifespan. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptations are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored 4 s.h.
Prerequisite: NURS 3310

NURS 3015 Foundations of Contemporary Nursing Practice. This course introduces students to the basic care nursing skills essential to the nursing role. Emphasizes theoretical and practical concepts of nursing skills and roles within the context of the nursing process, holistic care, and a variety of health care settings. Students will be challenged to use evidence-based research, critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the lifespan. Campus lab experience is used initially; off-campus clinical experience completes the hands-on portion. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting 5 s.h.
Prerequisite: BIOL 1010, 1020, 2500, MATH 1560, PSYC 3050

NURS 3020 Health Assessment. This course focuses on development of skills in conducting a comprehensive client health history and physical exam. Students will learn developmentally and culturally appropriate approaches in interview techniques, the use of standard assessment instruments and tools, how to analyze data to identify areas of health maintenance or promotion and appropriate documentation of collected data. Registration requires faculty approval prior to acceptance to nursing program 4 s.h.
Prerequisite: BIOL 1010, 1020, PSYC 3050

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Corequisite: NURS 3015

NURS 3115 Nursing in Adult Health Care I. This course introduces the junior-level nursing student to health promotion topics, acute and chronic disease processes, diagnostic and laboratory testing, and nursing care management across the health-illness continuum focusing on adult and elderly population. Special emphasis is placed on the nursing process which will assist the nursing student to perform physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments. Implementing appropriate nursing interventions building on foundational concepts, evaluating patient outcomes are discussed and are essential for practice. Practice skills relating to communication, collaboration with members of the healthcare team and critical thinking skills to demonstrate effectiveness in the healthcare environment as they relate to adult health are presented. Credit for this course requires satisfactory completion of the co-requisite clinical experience in related healthcare setting..... 6 s.h.
Prerequisite: NURS 3000, 3015, 3020
Corequisite: NURS 3130

NURS 3130 Pharmacology I. This course focuses on introducing the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on understanding the reasons behind selection of route, dose, and dosing schedules required for the safe administration of medications to individuals across the lifespan..... 3 s.h.
Prerequisite: NURS 3000, 3015, 3020
Prerequisite/Corequisite: NURS 3115

NURS 3140 Evidence-Based Practice. In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the nursing process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. Course requires effective use of library and internet resources..... 2 s.h.
Prerequisite: NURS 3020

NURS 3165 Nursing in Women's Health and Newborn Care. In this course students gain knowledge in the care of women, newborns, and families during the normal childbearing cycle in the context of various demographic, socio-cultural, and environmental factors. Emphasis is focused on integrating knowledge related to perinatal and newborn care; assessing protective and predictive factors influencing health outcomes; incorporating the patient/family's health beliefs, values, attitudes, and practices related to the perinatal experience in developing interventions supported by current evidence-based clinical practice; and evaluating the effectiveness of the interventions. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting. 4 s.h.
Prerequisite: NURS 3000, 3002, 3015, 3020

NURS 3310 Dimensions of Professional Nursing. This course introduces the student to the scope of professional practice, which builds on personal strengths and prior nursing knowledge acquired in lower-division nursing courses. The course also focuses on self-awareness and the transformation experience, which socializes the returning RN into the role of the baccalaureate nurse. The course will focus on the quest for self-knowledge, personal planning and career advancement, and the unending issues in inter-professional nursing practice aiming to sharpen critical thinking skills and to strengthen conceptual and theoretical nursing knowledge 4 s.h.

NURS 3315 Introduction to Healthcare Informatics. This course introduces the basic concepts relevant to healthcare informatics and the use of computerized information systems in healthcare organizations to registered nurse students. The main focus is to discover how computerized applications aid the inter-professional team to evaluate health, wellness, and illness to provide and communicate positive patient outcomes across the lifespan.....4 s.h.
Prerequisite: NURS 3310

NURS 3330 Introduction to Evidence-Based Practice. This course provides a basic understanding for registered nurse students of how reliable evidence is used to form practice guidelines. Emphasis is placed on

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effectively evaluating and utilizing research to promote evidence-based practice within the inter-professional healthcare team to improve patient outcomes across the lifespan..... 4 s.h.

Prerequisite: NURS 3310

NURS 3410 Health and Physical Assessment. This course is designed to improve and build upon health assessment skills the RN-BSN students are already familiar with. Through didactic and practice sessions, the students will build upon their knowledge of history taking and physical assessment. The focus will be on the assessments of adults who are healthy or have commonly occurring deviations from health. Skills taught and practiced include interview techniques, the use of standard assessment instruments, data analysis, documentation, and interventions to promote and maintain health. Skills related to knowledge integration, inter-professional communication, and decision-making for a culturally diverse population will be emphasized..... 4 s.h.

Prerequisite: NURS 3310

NURS 3420 Spiritual and Cultural Considerations in Nursing. This course promotes the provision of nursing care within a spiritual and cultural framework. Emphasis will be placed on the importance of understanding human behavior and of promoting, maintaining, and restoring the holistic health of individuals, families, and communities within their cultural, socioeconomic, and religious contexts. Emphasis will also be placed on how cultural and spiritual beliefs influence a person's health care practices..... 4 s.h.

Prerequisite: NURS 3310

NURS 4020 Community/Public Health Nursing. In this course, students will focus on the health of individuals, families, and populations in the community, through analysis of the community's culture, values and wellbeing and by designing and implementing nursing interventions to promote and maintain health of populations within the community. In addition, students spend 50 hours in this course assessing, planning, and delivering health care to individual clients of different cultures, ethnic and

socioeconomic backgrounds when practicing within the public health clinics, occupational health facilities, home health agencies, the public schools, and community volunteer organizations serving vulnerable populations. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting.....4 s.h.

Prerequisite: NURS 3000, 3015, 3020, 3115

NURS 4100 Nursing in Child and Family Health Care. This course focuses on a family centered approach to the nursing care of children and adolescents. Students focus on promoting, maintaining, and restoring health and facilitating adaptation in the family using a holistic approach. Principles included are growth and development, assessment, risk reduction and child and family education. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting.....4 s.h.

Prerequisite: NURS 3000, 3015, 3020, 3115, 3130, 3165

NURS 4110 Nursing in Mental Health Care. This course focuses on knowledge and skills needed to promote mental wellness, maintain mental health, and care for persons experiencing mental illness across the lifespan. Emphasis is placed on cultural competence, human rights, advocacy, altruism, therapeutic communication, interdisciplinary collaboration, milieu management, socioeconomic awareness, holism, and professionalism. Clinical emphasis is placed on delivering safe, humanistic high-quality care to individuals, families, groups, communities, and populations experiencing mental illness in a variety of settings. Credit for this course requires satisfactory completion of clinical experience in related health care setting.....5 s.h.

Prerequisite: NURS 3000, 3015, 3020, 3115, 3130

NURS 4115 Nursing in Adult Health Care II This senior-level nursing course continues to integrate nursing knowledge and skills mastered in the NURS 3115 course. The student will be expected to identify and incorporate health promotion interventions, understand more advanced disease processes, utilize diagnostic and laboratory testing resources, and

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implement nursing care specific to the patient population being served in the health care environment. The focus of this course will be centered on the elderly population. Special emphasis is placed on nursing students successfully applying critical reasoning skills both in the classroom and clinical setting 6 s.h.
Prerequisite: NURS 3000, 3015, 3020, 3115, 3130
Corequisite: NURS 4130

NURS 4120 Nursing Leadership and Management.

This course focuses on knowledge and skills relevant in leadership and management, quality improvement, patient safety, finance, and communication / collaboration with healthcare professionals in various clinical settings to promote high quality patient care. Topics such as leadership styles, skills and strategies; organizational structures, process of change, problem-solving, communication principles, conflict resolution, teamwork skills, delegation, supervision; CQI principles, benchmarking, processes, and monitoring; patient safety principles; risk management; ethical and legal issues; scope of practice and healthcare finance as it relates to budgets will serve as the foundation. Students will enhance their abilities to become participatory decision-makers, set priority; and manage and evaluate nursing care..... 3 s.h.
Prerequisite: 3015, 3140, 3115

NURS 4130 Pharmacology II. This course continues to focus on the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on applying critical thinking skills to safe medication administration across the lifespan 3 s.h.
Prerequisite: NURS 3000, 3020, 3015, 3115, 3130
Corequisite: NURS 4115

NURS 4200 Capstone for Nursing Practice. This course is a combined didactic and clinical practicum course to support the transition of the senior-level nursing student to a professional practice role. The didactic portion prepares the senior nursing student for the required comprehensive competency assessment, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and

the role of the professional registered nurse. The didactic portion combined with the clinical integration portion of this course emphasizes effective communication, nursing assessment, diagnostic and laboratory interpretation, appropriate nursing interventions, patient and family education, critical reasoning skills, interdisciplinary teamwork, prioritization and delegation, and time management skills essential for the successful transition into professional practice. Successful completion of this course requires the student to satisfactorily complete 120 precepted clinical hours 5 s.h.
Prerequisite: All 3000-level NURS courses, NURS 4020, 4100, 4115, 4130
Prerequisite/Corequisite: NURS 4120, 4110

NURS 4310 Nursing Ethics. In this course, students will explore ethical considerations in contemporary nursing. Topics include: historical forces influencing the development of nursing, ethical theory and principles, values clarification, ethical decision-making, legal issues, inter-professional relationship issues, practice issues related to technology, patients' right to self-determination, palliative care and end of life issues, scholarship, economic, social, and gender issues, and global nursing. This course will require students to demonstrate a competency in caring for the body, mind, and spirit of the individual, family, and community, while exploring their own ethical and values systems 4 s.h.
Prerequisite: NURS 3310

NURS 4330 Community and Population Health. In this course, the student will learn about population health, public health issues, epidemiology, and the promotion of community preventive health programs with a focus on local, regional, national, and global public health challenges that affect individuals, groups, and populations. This course is both community-based and community-focused, reflecting today's changing societal needs and the role environment plays in the health of communities. The course addresses the assessment and care of communities and target populations as the student learns to view health needs from a population health perspective.....4 s.h.
Prerequisite: NURS 3310

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NURS 4410 Principles of Leadership and Management.

This course provides registered nurse students with the opportunity to synthesize knowledge, learning, and experiences related to the role of professional nurse as leader and manager to provide quality health care in an ever-changing health care environment. RN-BSN students will investigate and further develop their own professional role as managers of patient care and leaders in health care settings. Leadership and management in areas, such as health care policy, advocacy, collaboration, teamwork, and education. Coursework integrates change theory, organizational structure, delegation skills, negotiation tactics, effective communication, conflict resolution, workplace culture, and includes a quality improvement project..... 4 s.h.
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310
Prerequisite/Corequisite: NURS4330

NURS 4990 Comprehensive Assessment.

Undergraduate-level and Registered Nurse students. All candidates for a degree from King are required to demonstrate competency in their major field of study. The final competency is focused on assessment of readiness to practice as a registered nurse at the baccalaureate level. For traditional BSN students, a standardized, proctored assessment will be given to help determine students' preparedness for the NCLEX. Prior to graduation, seniors in the traditional nursing program are required to successfully pass this standardized comprehensive assessment. Failure to achieve at least 90% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of F. Registered Nurse students will address the standards and competencies outlines in the American Association of Colleges and Nurses (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* in a reflective written assignment. This comprehensive writing assignment will link knowledge gained through educational experiences to professional practice congruent with the AACN standards and competencies 0 s.h.

NURS 5000 Theoretical Basis of Nursing Practice.

This is a core course that prepares students to critique, evaluate, and utilize theory within their practice. In

addition to nursing theories, relevant theories from related disciplines are addressed. The goal is to help students conceptualize a theoretical basis for advanced nursing practice that is comprehensive and holistic, and has the potential to impact patient care delivery models and improve patient outcomes 3 s.h.

NURS 5001 Research Designs in Nursing. This is a core course which focuses on the knowledge and skills needed to critically analyze and evaluate research literature to answer clinical questions. The student will learn how to initiate a line of inquiry using comprehensive databases. Statistics and research methods will help the student to effectively critique the status of the existing evidence to determine if a change is indicated to improve nursing practice and patient outcomes. Students gain knowledge and skills in evidence-based practice by the collection, interpretation, and integration of the best available evidence 3 s.h.

NURS 5002 Advanced Pathophysiology. This course prepares nurses with advanced knowledge and understanding of the pathologic mechanisms of disease to serve as a foundation for clinical assessment, clinical decision-making, pharmacotherapeutics, and nursing interventions. Course content examines deviations from homeostasis, genetic and epigenetic influences of disease in body systems across the lifespan. A systematic survey of diseases within body systems including etiology, epidemiology, and clinical manifestations is explored. Current research findings are explored and utilized in this class 3 s.h.

NURS 5004 Advanced Physical Assessment and Health Promotion.

This course focuses on the development and practice of advanced health assessment skills needed for delivery of culturally competent care across the lifespan. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Domains of interest include family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion. Students refine the

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health assessment and clinical judgment skills needed to relate findings to underlying pathophysiologic changes in the client's health status to plan therapeutic and healing interventions 3 s. h.

NURS 5006 Advanced Pharmacology. This course provides the advanced knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapeutics needed to initiate safe and appropriate pharmacological treatment in the management of disease processes across the life span. Special concerns regarding developmental status, nutritional status, health status, cultural influences or membership in a high-risk group are identified. Strategies for counseling and education to promote adherence are explored. Ethics, cost effectiveness, legalities and regulations related to prescription writing are addressed. Students are introduced to the use of electronic drug databases for point-of-care decision-making based on up-to-date drug information 3 s.h.
Prerequisite: NURS 5002, 5004

NURS 5007 Intro to Diagnostic Reasoning and Advanced Skills for Primary Care. This course is designed to introduce and expand skills required in advanced practice nursing. Suturing skills, I &D, EKG interpretation, CXR interpretation, lab results interpretation, joint injections, subungual hematoma excision, skin biopsy, and splinting and casting will be explained. Students will identify appropriate diagnostic and screening tests based on patient risk factors and chief complaint. Differential diagnoses will be formulated using diagnostic reasoning..... 1 s.h.

NURS 5010 Social, Cultural and Political Perspectives on Healthcare and Delivery Systems. This core course provides an overview of social, political, and cultural issues impacting today's global healthcare system, enabling students to explore and develop strategies to be influential in social and health policy formation and consumer health advocacy. Global awareness including an understanding of ethical and legal accountability, patient vulnerability, and culturally sensitive care are emphasized. In-depth exploration of strategies for health promotion and

disease prevention for communities are highlighted in this course.....3 s.h.

NURS 5012 Global Health Awareness. This course offers an introduction to the practice of global health nursing, the political, economic, and cultural processes of globalization, and their impact on population health and health care systems. Students will examine varying meanings of health as well as the range of factors that encourage the health of some and exclude it from others. The course includes the study of a global health ethical framework based on human rights, cultural diversity, and social justice. Students will have an enhanced understanding of the global dimensions of health and disease, various strategic health initiatives, and correlating health care interventions. Attention will be paid to a variety of topics including HIV/AIDS, human trafficking, infectious diseases, health in reproduction, social determinants of health, and more 3 s.h.

NURS 5014 Healthcare Informatics. The focus of this core course is exploring and understanding the concepts relevant to health care informatics and the use of computerized information systems in health care organizations. A primary focus is the use of computerized applications by nurses to support decision-making in clinical, administrative, and educational settings. The development of information management skills and the use of the internet are emphasized to evaluate health, wellness, and illness, thereby, positively influencing patient outcomes ...3 s.h.

NURS 5018 FNP I Care of Women and Families. This course is designed to prepare the student for the delivery of culturally competent care in diverse settings to women and families across the lifespan. With an emphasis on reproductive, gynecological, and family health issues, the student will acquire the knowledge and develop critical thinking skills that allow for the application of evidence in the promotion, prevention, renewal, and maintenance of health among women and families from various social and economic backgrounds.....3 s.h.
60 clinical hours
Prerequisite: NURS 5002, 5004, 5014

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Corequisite: NURS 5006

NURS 5019 FNP II Care of Geriatric and Adult

Populations. This is the second course in primary care of the family. This course continues the development of skills in decision-making and the use of an evidence-based approach in the clinical management of families. In addition, the course includes study and clinical application of major theories of health promotion, risk assessment, differential diagnosis, health behavior change, and disease prevention across the lifespan. Cultural and socioeconomic factors are explored. Scope of practice issues continue to be addressed.. 6 s.h.
180 clinical hours

Prerequisite: NURS 5006, 5018

NURS 5021 Pediatric Growth and Development/Health Promotion and Illness

Prevention. This course provides the pediatric nurse practitioner student with a foundational theoretical and knowledge base of the developmental needs of children. Emphasis is placed on the provision of the developmentally appropriate health promotion and disease prevention methods. The course focuses on developmental milestones, nutrition anticipatory guidance, safety, screening, and immunizations for children, birth through adolescence..... 6 s.h.
180 clinical hours

Prerequisite: NURS 5002, 5004, 5018

Corequisite: NURS 5006

NURS 5023 FNP III Care of Pediatric Population.

This course focuses on the management of common pediatric health and illness concerns using an evidence-based approach to assessment, differential diagnosis, and management. Includes the study of clinical application of major theories of health promotion and assessment, family dynamics, health behavior change, and disease prevention for the well child and adolescent. Students will develop skills in the collaborative management of the ill pediatric and adolescent patient. Scope of practice issues are

addressed..... 3 s.h.
120 clinical hours

Prerequisite: NURS 5002, 5004, 5006

NURS 5024 FNP IV Seminar and Intensive

Practicum. This course builds on the previous FNP course sequence and requires synthesis of advanced practice knowledge base and family nurse practitioner clinical skills for effective management of complex clinical problems across the lifespan. The emphasis is on acute and chronic illness as it affects all age groups. This course requires increasingly independent clinical application of evidence-based approaches to the assessment, health promotion, differential diagnosis, and management of families in their cultural and socioeconomic context. Scope of practice issues continue to be addressed.....6 s.h.
240 clinical hours

Prerequisite: NURS 5018, 5019, 5023

NURS 5025 Seminar and Intensive Practicum: Pediatric Acute Illness and Chronic Disease

Management. This is the final course in the pediatric nurse practitioner (PNP) concentration. This seminar and practicum course provides the PNP student with 240 hours of clinical practice. The emphasis of this course is on the identification and management of common acute and chronic pediatric disease patterns. Disease prevention, anticipatory guidance, family wellness and the role of the practitioner as a family advocate are emphasized..... 6 s.h.
240 clinical hours

Prerequisite: NURS 5018, 5021, 5023

Corequisite: NURS 5026

NURS 5026 Practice Management and Advanced

Role Development. This course examines issues related to assuming the advanced practice role including the legal and ethical aspects of practice, quality assurance issues, patient advocacy, leadership, interdisciplinary collaboration, and the stewardship of resources. Emphasis is placed on demonstrating a clear understanding of the professional nurse practitioner role and the transition to the professional clinicians' role, including certification and licensure requirements. Current practice issues affecting nurse practitioners are examined.....3 s.h.

Corequisite: NURS 5024 or 5025 or 5079

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NURS 5030 Principles of Teaching and Learning.

This course introduces the principles of teaching and learning in the context of nursing education. A variety of strategies to facilitate learning in cognitive, psychomotor, and affective domains are introduced. The student will develop learning activities for the traditional, non-traditional, and online learning environments. The use of evidence-based theories to support teaching and learning are explored. The student will analyze individual factors which impact learning and may require adaptation of teaching strategies..... 3 s.h.

NURS 5032 Curriculum Development and

Implementation in Nursing Education. This course introduces the student to the essentials of curriculum development as it applies to nursing education. The student will explore the relationship of nursing curricula to the mission and philosophy of parent institutions and to national guidelines for nursing education at all levels. Accreditation, standards of professional nursing practice, legal, and ethical issues are analyzed within the context of curriculum development and program evaluation. Learning theories and taxonomy are applied to curricula, programs, courses, and learning units. A seminar approach, requiring collaborative work and interdependent relationships is utilized 3 s.h.
Prerequisite: NURS 5030

NURS 5035 Focused Clinical Seminar and

Practicum. This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on the management of clients within a clinical focus area. The **240-hour** seminar format will allow the student to explore in depth the provision of evidence-based nursing practice in the care of patients experiencing actual or potential health problems related to the clinical focus (2 didactic/2 clinical/1 lab) 5 s.h.
240 clinical hours
Prerequisite: NURS 5030, 5032

NURS 5036 Nursing Education Practicum. In this practicum/classroom experience, the student will

demonstrate the application and synthesis of theory and competencies related to the role of the nurse educator. The student will use evidence-based strategies to support teaching and learning goals. Learning experiences are planned and negotiated to meet the individual learning goals of the nurse educator student in the context of preceptor supervised experiences in a nursing education setting. The student will successfully complete 180 hours in this nursing education practicum 4 s.h.
180 clinical hours
Prerequisite: NURS 5030, 5032

NURS 5050 Visionary Leadership in Nursing. This course provides a theoretical foundation and focuses on leadership theory and assessment strategies for use in the healthcare system. This course explores the student's capacity for leadership, including contemporary contexts, as well as strengths and barriers to effective leadership practice. It includes learning experiences designed to enhance the student's understanding of self as a leader and provides an opportunity to increase the student's understanding of culturally competent care. Upon the successful completion of this course, the student will receive 75 clinical hours.....3 s.h.

NURS 5054 Financial/Accounting Issues for Nurse Managers. This course focuses on essential financial management elements for delivery of health care services. Topics include economics of the U.S. health care system; accounting and budget principles; financial techniques including break-even analysis, variance analysis, cost estimation and forecasting, and capital budgeting; financial issues related to staffing; components of financial statements; and a cost management approach for measuring costs related to quality assurance. Students will enhance their abilities to become fiscally accountable for their practice while providing high-quality patient care. Upon successful completion of this course, the student will receive 20 clinical hours.....3 s.h.

NURS 5056 Continuous Quality Improvement and Outcomes Management. This course prepares nursing leaders with knowledge to guide complex health care

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delivery and focuses on improvement of systems to provide safe, effective, and efficient care to clients. The guidance of quality organizations and the requirements of regulatory agencies are utilized as models for quality improvement. Students are prepared to identify system problems and to use processes to find root causes and solutions. Upon the completion of this course the student will receive 60 clinical hours 3 s.h.

Prerequisite: NURS 5001, 5050

Corequisite: NURS 5001, 5054

NURS 5058 Transformational Leadership Strategies:

Practicum. In alignment with the American Organization for Nursing Leadership competencies, this practicum focuses on professionalism and communication. The following concepts are included: effective communication, influencing behaviors, and relationship building. Activities for this practicum are interdependently planned with the guidance of a preceptor. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. This course includes 180 hours of clinical practice..... 3 s.h.

NURS 5059 Transformational Leadership Strategies:

Practicum. In alignment with the American Organization for Nursing Leadership competencies, this practicum provides knowledge and experience within the healthcare environment with a focus on business skills. The following concepts are included: financial management, strategic management, and human resource management. Activities for this practicum are interdependently planned with the guidance of a preceptor. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. This clinical practicum consists of 180 hours..... 3 s.h.

NURS 5060 Transformational Leadership Strategies:

Practicum. In alignment with the American Organization for Nursing Leadership competencies, this practicum presents insight into transformational

leadership. The following concepts are included: change management, diversity and inclusion, adaptive thinking, and decision making. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. Activities for this practicum are interdependently planned with the guidance of a preceptor. This practicum includes 180 hours of clinical practice..... 3 s. h.

NURS 5071 Introduction to Psychotherapies for the

Advanced Practice Nurse. This course focuses on introducing theories and methods used by the Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected psychotherapies will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied, and application made where possible within the practicum setting as well as the course learning activities..... 1 s.h.

NURS 5072 Contemporary Approaches to

Psychotherapy. This course focuses on introducing contemporary theories and methods used by the Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and therapy techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected contemporary psychotherapies

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will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied, and application made where possible within the practicum setting as well as the course learning activities. The DSM 5 will be used as the basis for diagnostic nomenclature across the lifespan..... 1 s.h.
Prerequisite: NURS 5071

NURS 5073 Integration and Application of Psychotherapies. This course focuses on the application of theories and methods used by the Psychiatric Mental Health Advanced Practice Nurse as broadly applied across treatment settings. Students will explore theory and therapy techniques associated with various therapeutic models with regards to theoretical underpinnings, therapeutic action, techniques, relationship between therapist and patient, and application to different diagnostic populations and family systems. Selected psychotherapies will be studied and applied to selected cases utilizing various methods of learning. Students will gain knowledge and experience that promotes satisfactory assimilation of mental health concepts in their delivery of advanced practice nursing across the lifespan. Emphasis will be placed on evidence-based practice and treatment guidelines using a range of theoretical and conceptual models for conducting psychotherapy and supporting recovery. Selected psychotherapies will be studied, and application made where possible within the practicum setting as well, as the course learning activities. The student will be given the opportunity to assess the dynamic forces of the current health care delivery system and how it influences care delivery to the client needing mental health services. The DSM 5 will be used as the basis for diagnostic nomenclature across the lifespan..... 1 s.h.
Prerequisite: NURS 5071

NURS 5075 Advanced Psychopharmacology. This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the safe clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings. This course builds on knowledge from previous courses such as Advanced Pharmacology and Advanced Pathophysiology to provide the advanced practitioner with knowledge related to clinical management of psychotropic medications with emphasis on the assessment, prescribing and administration strategies of psychiatric medications. This course is designed to prepare students for the role of prescriber based on national guidelines and evidence-based practice....3 s.h.
Prerequisite: NURS 5006

NURS 5076 Psychiatric/Behavioral Health Disorders and Diagnosis. This course will provide a biophysical framework for the practice of advanced psychiatric mental health nursing across the lifespan. Students will develop advanced knowledge of diagnostic criteria, and management of psychiatric and mental health disorders. Advanced comprehensive assessment skills, differential diagnosis, and psychotherapeutic management of clients with common and major psychiatric disorders across the lifespan will be emphasized. Research and epidemiological data will be employed to formulate outcomes-based practice. Mental health promotion and prevention, risk factors, taxonomy, cultural influences, and assessment issues specific to all populations will be a focus of learning. Evidence-based research findings and DSM diagnostic criteria will be utilized in this course.....3 s.h.
Prerequisite: NURS 5002

NURS 5078 Psychiatric Mental Health Seminar and Clinical I. This is the first of two clinical practicum courses that provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on knowledge and skills needed to assess, diagnose, and treat

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psychiatric, mental health disorders across the lifespan. The curriculum content will build on previous coursework to allow students to integrate psychopharmacology prescribing principles, use of psychotherapies, diagnosis of psychiatric behavioral health disorders and consult with interdisciplinary team members to develop appropriate and individualized treatment plans. The clinical course provides the student the opportunity to develop critical thinking and diagnostic reasoning under the supervision of a qualified mental health care preceptor to manage care for individuals and families using recommended practice guidelines and diagnostic criteria 6 s.h.
300 clinical hours
Prerequisite: NURS 5002, 5004, 5075, 5076

NURS 5079 Psychiatric Mental Health Seminar and Clinical II. This is the second of two clinical practicum courses that provides a synthesis experience during which the student implements the role of the psychiatric-mental health nurse practitioner applying current evidence-based practice focusing on knowledge and skills needed to assess, diagnose, and treat psychiatric, mental health disorders across the lifespan. The curriculum content will build on previous coursework to allow students to integrate psychopharmacology prescribing principles, use of psychotherapies, diagnosis of psychiatric behavioral health disorders and consult with interdisciplinary team members to develop appropriate and individualized treatment plans. The clinical course provides the student the opportunity to refine critical thinking and diagnostic reasoning skills under the supervision of a qualified mental health care preceptor to manage care for individuals and families using recommended practice guidelines and diagnostic criteria 6 s.h.
300 clinical hours
Prerequisite: NURS 5078

NURS 5080 Care of Adults and Geriatric Populations Seminar and Clinical. This course introduces the clinical knowledge and decision-making skills related to the use of an evidence-based approach in the clinical management of the adult-gerontology

population. In addition, the course includes study and clinical application of major theories of health promotion, risk assessment, differential diagnosis, health behavior change, disease prevention, preventing complications, and restoring maximum health in the adult population. Cultural, socioeconomic, and ethical factors are explored. Through collaboration with a preceptor, the clinical component of this course provides the opportunity for the AGACNP student to implement evidence-based practice interventions that promote safety, risk reduction, and prevention of complications for those adult patients with complex and/or chronic illness needs
(3 didactic / 3 clinical) 6 s.h.
180 clinical hours
Prerequisite: NURS 5002, 5004, 5006

NURS 5081 Acute Care Diagnosis and Skills Seminar and Clinical. This course is a survey of the knowledge and skills necessary to provide and coordinate evidence-based care for those individuals with acute, critical, and complex physical/mental illnesses who are physiologically unstable, technology dependent, and/or highly vulnerable to complications. Content will be centered on assessing, diagnosing, designing, and implementing evidence-based treatment in the critical care setting. There will be a focus on those skills required to utilize technology/devices and clinical decision support technology to assist the rapidly deteriorating patient. The student will develop advanced knowledge related to the management and coordination of adult and older adult patients at risk for urgent/emergent conditions and be able to prioritize those patients demonstrating rapid physiologic or mental health deterioration and/or life-threatening instability. Additionally, the student will explore concepts and skills related to the management of stress for the patient/family surrounding transitions to a higher level of care and be able to discuss sensitive issues such as end-of-life decisions with the patient, family, and caregivers. The clinical component of this course provides an opportunity for the student to implement and practice skills and expertise introduced in the didactic content under the guidance of a qualified preceptor. (3 didactic / 3 clinical) 6 s.h.
180 clinical hours

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Prerequisite: NURS 5080

NURS 5082 Adult Acute Care Seminar & Immersive

Practicum. This is the final course in acute care of adults and older adults. Students will continue to expand upon the knowledge and skills needed to care for adults and older adults in the acute care setting. Content will focus on interprofessional communication and collaboration for optimal patient outcomes, facilitation of transition of patients to a higher level of acute care, exploration of types and levels of services provided in complex health care settings, and challenges to care in the acute care setting. This course will continue to emphasize the use of evidence-based practice in clinical decision making. Students will work with a preceptor to continue to enhance the clinical skills needed to care for adults and older adults in the acute setting. Additionally, students will focus on interprofessional communication and collaboration as part of the health care team caring for patients with acute and complex needs(2 didactic / 4 clinical) 6 s.h.
240 clinical hours

Prerequisite: NURS 5081

NURS 5800 International Nursing Mission and

Service Learning The purpose of this course is to provide the student with a directed, hands-on field experience in Christian mission allowing the integration of classroom learning and real-world practice. The student will be able to critically reflect on the area of health and healthcare delivery in developing countries..... 2 s.h.

NURS 5990 Comprehensive Assessment. Master's level. Graduate level nursing at the master's level requires a final competency demonstration. Final comprehensive competency demonstration in the MSN program consists of the graduating student's ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Master Education in Nursing. These Essentials are core for all master's programs in nursing, and delineate the outcomes expected of all graduates of master's nursing programs. Completion of a final competency portfolio, which encompasses the

core knowledge and skills outlined in the AACN Essentials document, serves as demonstration of the MSN student's mastery of the required competencies. The final competency portfolio is evaluated by a rubric and is pass/fail.....0 s.h.

NURS 5991 Post-Graduate Comprehensive

Assessment. Graduate level nursing education requires a final competency demonstration. Completion of a final competency portfolio, which encompasses the core knowledge and skills for the specific concentration serves as demonstration of the student's mastery of the required competencies. For the Post-Graduate NP students, the NONPF Nurse Practitioner Core Competencies document serves as a guide. The final competency portfolio is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/Fail.....0 s.h.

NURS 7000 Theoretical and Philosophical Foundations of Nursing Practice.

Building on the masters-level foundation of knowledge and core concepts of theory and scientific frameworks, this course prepares doctoral students to critique, evaluate and utilize theory within their practice, and assists them in the identification of models used to guide research and knowledge development within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science, and organizational science are also addressed. Emphasis is placed on middle range theories and concepts used to guide nursing practice. In preparation for their scholarly project, students are expected to demonstrate the ability to conceptualize a theoretical basis for their specialty practice that is comprehensive, holistic, and has the potential to impact patient care delivery models and improve patient outcomes 3 s.h.
Corequisite: NURS 7001

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NURS 7001 Nursing Informatics. Building on previous knowledge in healthcare informatics, this course provides an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and cost efficiencies. Health information technology and systems are explored for the impact they have on population health, workflow, process improvement, and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application 3 s.h.
Corequisite: NURS 7000

NURS 7002 Foundations of Scholarly Writing. This course will introduce scholarly writing at the doctoral level. Students will discuss how to identify scholarly resources. Professional writing style with emphasis on good transition, formatting, and organization will be explained. A review of APA will be presented, and students will begin preparation in writing for publication 1 s.h.

NURS 7005 Applied Statistics for Evidence-Based Practice. This course explores the foundations of clinical research and its application to both evidence-based practice and the research process. The course will include material on designing clinical research that includes asking the research question and developing appropriate sampling, validity, and reliability of the design. Understanding observational designs, descriptive research and surveys helps to understand existing research and allows for the student to formulate an appropriate translational research project. Once research methods are developed, a review of various data analysis methods will be conducted. This will include descriptive statistics, statistical inference and probability, comparing two means such as the t-test, analysis of variance and comparing more than two means. With this foundation, further data analysis will focus on comparison tests, both multiple and non-parametric, correlation, regression analysis and measures of association of categorical variables such as

Chi-square. Data analysis must include statistical measures of reliability and validity. Measuring risk in evidence-based practice is also reviewed. Data management and communication to evaluate existing research as well as how to plan a proposal with the appropriate data analysis tools is also reviewed as a practical application of the course material 3 s.h.
Prerequisite: NURS 7000, 7001
Corequisite: NURS 7006

NURS 7006 Evidence-Based Practice and Translational Research This course examines the underpinnings of nursing knowledge and the methods by which nursing knowledge is generated. This course explores the role of the nurse scholar in translating evidence into practice. Students will use evidence-based findings to choose an area of interest for their translational research project and begin examining the literature surrounding this topic. After thorough review of the literature and identification of gaps in the knowledge base, students will begin their project proposal and form their PICOT questions to guide their project. Upon successful completion of the course the student will be awarded 30 clinical experiential learning hours 3 s.h.
Prerequisite: NURS 7000, 7001
Corequisite: NURS 7005

NURS 7007 and NURS 7018 Clinical Experiential Learning I and II.* The DNP clinical experiential learning courses are designed to provide an opportunity for doctoral students enrolled in the program to fulfill the practice experience requirements specified in the DNP curriculum, which are based on the American Colleges of Nursing (AACN, 2006) DNP Essentials. The DNP Essentials outlines competencies expected of DNP graduates and designates a minimum of 1000 post-baccalaureate practice hours. The DNP clinical experiential learning courses provide the opportunity for students to demonstrate expertise in practice and will be individualized for students based on their prior education and experience. Clinical experiential learning hours are designed to help students build and assimilate knowledge for advanced practice at a high level of complexity and focus in practice specialty. In depth work with experts from

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nursing and other disciplines as well as other knowledge-building experiences are incorporated into the clinical experiential learning courses to provide meaningful student engagement in practice environments. Students have had supervised practice requirements as part of the clinical MSN program, and will have already accumulated a portion of these required hours prior to entering the DNP program to complete the DNP program with a minimum of 1000 post-baccalaureate practice hours. The clinical experiential learning hours must be fulfilled prior to implementation of the translational research project..... 1-3 s.h. each

*Not designed for transfer

NURS 7011 Population Health Epidemiology and Data Analysis. This course examines the science of demography and how demographic phenomena affect public health. The focus of demography includes birth rates, death rates, age and gender, structure of populations, population change and distribution. The course prepares the student to define and identify populations and sub-populations of interest, describe the health status and needs of populations, and evaluate services provided to populations by local, regional, and federal public health agencies, as well as population-based private health care organizations. An emphasis on a critical analysis of the evidence-based literature on assessment, development, intervention, and evaluation of population health will assist the student to incorporate successful population health interventions into practice. The student will utilize accountability in determining priorities and evaluating outcomes of population-focused programs. Upon successful completion of the course the student will be awarded 70 clinical experiential learning hours 3 s.h. Prerequisite: NURS 7000, 7001, 7005, 7006

NURS 7012 Translational Research Project Development*. *Students must have identified and gained approval of community mentor/preceptor for the Translational Research Project with all contracts and site requirements completed prior to starting the Translational Research Project Development course.* The student will select a practice setting based on his/her individual interest and expertise and conduct an

assessment to identify opportunities for improvement. Building upon formative coursework, students are expected to synthesize theoretical, empirical, and clinical knowledge to analyze critical issues in current practice and identify a phenomenon of interest within their area of expertise. The student will analyze data, develop a theory-based project proposal, and define a research question(s) for a translational research project addressing a clinically relevant problem within a specific population. An IRB proposal will be submitted for approval of clinical project implementation. This course will include the systematic collection and evaluation of research evidence through a comprehensive literature review and initial project proposal. The student will develop his/her project under the guidance of a faculty member and in conjunction with a community preceptor. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours ... 3 s.h. Prerequisite: NURS 7000, 7001, 7005, 7006
*Not designed for transfer

NURS 7016 Leadership of Complex Healthcare Systems and Organizations. This course synthesizes leadership theory, behaviors, and organizational models within the context of the healthcare industry. Models of resource management, change process, gap analysis, strategic planning, and performance excellence are explored and applied. Based on these theories, models, and applications, the student will put the DNP role precepts into practice across complex health care organizations and system 3 s.h. Prerequisite: NURS 7000, 7001, 7005, 7006, 7011
Corequisite: NURS 7017

NURS 7017 Healthcare Policy and Advocacy. This course examines the ethical, socioeconomic, political, legal, and power considerations in the development of local, state, and national health policy. This course prepares the student to critically evaluate the unique challenges influencing health care policy, the policy process, and issues concerning social injustice. An emphasis on professional values, advocacy, cultural diversity issues, and political activism assists the student to become influencers in policy formation and evaluation. A critical analysis of health policy will be

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completed, with the goal of developing leadership skills to identify, analyze, and influence policy at the local, state, and federal levels..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011
Corequisite: NURS 7016

NURS 7022 Ethical Issues in Advanced Nursing Practice. This course explores complex ethical issues related to health care in advanced nursing practice. Application of ethical principles and theories are examined and applied through analysis of selected issues and themes at the individual, population, institutional and societal levels. This course prepares the student to analyze, synthesize and evaluate information to develop the precepts required to examine ethical dilemmas and to create a decisional framework as required by nurses at the doctoral level 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7016

NURS 7023 Translational Research Project Implementation*. *Students must have identified and gained approval of a community mentor for implementation of the translational research project with all contracts, site requirements and IRB approval completed prior to starting the Translational Research Project Implementation Course.* In this course students will implement the translational project developed in the Translational Research Development course, incorporating knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences. A focus on transformational leadership in the practice setting to deliver advanced-level nursing services to individuals, families, communities, or systems is emphasized. The project will embody ethical, culturally sensitive, fiscally responsible, and politically sound principles to improve current and future health care outcomes of identified populations. The student will implement his/her project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. This project will produce a tangible and deliverable scholarly manuscript derived from the practicum immersion experience which will be completed in the Translational Research Project Evaluation course. Upon successful completion of the

course the student will be awarded **180** clinical experiential learning hours 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017
*Not designed for transfer

NURS 7027 Theoretical Foundations of Knowledge Development. This course provides the student with an overview of educational theories and principles, the triad role of the nurse educator, instructional design and evaluation methodologies, and delivery models. Additionally, the experience of evaluating the quality of an educational program is offered. The student will explore the relationship associated with societal learning demands, technological advances and how evidence-based learning outcomes can be achieved through active teaching-learning strategies. It is recommended, but not required that the student have some previous teaching experience 3 s.h.
Prerequisite: NURS 7000, 7005

NURS 7028 Transforming Healthcare Performance through Information Technology. This advanced health informatics course focuses on the critical appraisal of the role of nurse leaders, practitioners, and specialists as they interface with health care information systems for outcomes management and improvement. Advanced data mining skills will be used to evaluate a selected practice issue, provide decision support, identify best practices, and to make evidence-based recommendations for improved patient, system, financial and efficiency outcomes..... 3 s.h.
Prerequisite: NURS 7000, 7001, 7006, 7011, 7016

NURS 7032 Translational Research Project Evaluation*. *Students must have identified and gained approval of a community mentor for completion of the translational research project with all contracts, site requirements completed prior to starting the translational research project evaluation course.* The DNP program culminates in the successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. During this course, students will engage in scholarly inquiry to analyze and evaluate their evidence-based project. The completed

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project will be presented and will be evaluated by the student's committee. A manuscript for publication is derived from the completion of the translational research project. The student will complete the project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. Upon successful completion of the course, the student will be awarded **180** clinical experiential learning hours... 3 s.h.
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011,

7012, 7016, 7017, 7022, 7023

*Not designed for transfer

NURS 7990 Comprehensive Assessment. Doctoral level. Graduate level nursing at the doctoral level requires a final competency demonstration. The demonstration of final competency at the DNP level is embodied in the culminating translational research project. Elements of the translational research project are founded on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials document contains outcome competencies deemed essential to all graduates of a DNP program and serves as the guidance and evaluation framework for the DNP graduate's translational research project. The final competency translational research project is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/Fail..... 0 s.h.

Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023, 7027/7028, 7032

PHILOSOPHY

PHIL 2010 Truth, Value, and the Good Life: An Introduction to Philosophy. This course offers a survey of pivotal philosophical theories relating to truth, value, and the good life. It will provide an introduction to the history of philosophical thought, engender a reflective stance toward these topics, and promote clear and critical thought about the health of

our culture and how we ought to live as U.S. and global citizens 4 s.h.

PHIL 2020 Logic and Critical Thinking. This course covers the principles of logic and critical thinking. It provides insight into the structure of arguments and the nature of inference, and introduction to basic forms of symbolic logic, and awareness of predominant kinds of informal fallacies. It promotes an appreciation for virtues of sound reasoning and a healthy respect for the gravity of truth 4 s.h.

PHIL 2410 Philosophy of Religion. A course designed to acquaint the student with some of the basic questions of philosophy of religion, the answers philosophers have given, and to help the student develop answers of their own 4 s.h.

PHIL 3125 Environmental Ethics. This course examines environmental ethics in three parts. In the first, we explore the relation that humans have with the natural world. Where does the human sphere end and the natural, non-human sphere begin? Is there a division? This line of thought informs the second part of this study, which seeks clarification on the nature or ground of our ethical obligation to the natural world. How ought we comport with the nature world? What justifies this ethical claim? Is there even an ethical obligation in the first place? Thirdly, once these larger questions are considered, we apply whatever insights we have gained to select issues/controversies within the field, such as, means of conservation, genetic notification and manipulation, global warming, and animal rights. For the most part, the aims of this course are achieved through earnest study and discussion of key philosophical texts in the field, from classical Greek texts, then, modern, to contemporary and post-modern contributions. 4 s.h.

PHIL 3440 Asian Philosophy. Survey of principal writings within the Asian philosophical tradition, from the Upanishads to the Buddhist scriptures, and examination of their metaphysical, epistemological, psychological, and ethical standpoints.....4 s.h.

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PHIL 3500 History of Philosophy Survey. This course offers a survey and examination of significant thought from within the history of philosophy. The course content will cover pivotal metaphysical, epistemological, and ethical movements from the ancient Greek era to 21st Century. It will provide understanding of the philosophical underpinnings of current ways of thought, a stream of thought against which to compare Christian beliefs, along with some measure of insight into the fundamental questions of human life 4 s.h.

PHIL 3720 Ethics. A study of philosophical and religious theories of ethics and of their application to selected problems..... 4 s.h.

PHIL 3760 Aesthetics: The Philosophy of Art, Beauty, and Culture. This course offers an in-depth study of significant thinking within the field of aesthetics. Students will examine influential theories relating to the nature of art, beauty, aesthetic appreciation, and art criticism; conduct a detailed study of a selected work of art or topic in the field of aesthetics; and reflect on the state of the arts today and the role that they play within contemporary culture 4 s.h.

PHIL 3770 Scientific Ethics. This course offers a philosophical survey of prominent ethical theories, an examination of the philosophical and scientific methods, and applied ethical analysis of the most pressing issues and dilemmas within the fields of science and medicine. Ethics in this context entails deep reflection on how we ought to live, the kind of people we ought to be, and the course of action we ought to take in any given situation. Accordingly, students will discuss these theories openly and earnestly as they collectively apply them to the issues and dilemmas at hand. This effort will make them more informed ethical agents. It will intellectually prepare them for the ethical challenges that they will face as leaders and practitioners within their respective professions 4 s.h.

PHIL 3820 Philosophy of Human Nature. Survey and examination of philosophical thought relating

to the nature of the human being, freewill, value, human rights, happiness, love, purpose, development, and survival 4 s.h.

PHOTOGRAPHY

PHOT 1010 Photographic Foundations. Through a combination of lectures, demonstrations, assignments, and critiques, students learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on the creative use of camera controls, exposure, digital imaging software, and basic output techniques.....4 s.h.

PHOT 1500 Macintosh Management. This course is an introduction to hardware and software management for the Macintosh computing platform. Topics may include use of computers for media production and as a primary component of the full digital lifestyle. No previous computer experience is required for this course 2 s.h.

PHOT 1510 Multimedia Production. This course is an introduction to multimedia creation and publishing through the Macintosh computer platform. Instruction in Web design, Digital Video, Audio construction and Interactive disc production will prepare students for a broad range of media projects 4 s.h.
Prerequisite: PHOT 1500

PHOT 2010 Digital Photography. This course is an introduction to technical and creative application of digital imaging. Students will learn full control of their Digital SLR camera and apply it to a variety of situations. Students will explore Digital Asset Management and advanced output options to apply to their own workflow and creative final products 4 s.h.

PHOT 2100 Exhibition Management. This course is an introduction to the operation and practical management of public display spaces for final photographic or media-based products. Students will plan, install, and promote exhibits..... 1 s.h.
Prerequisite: PHOT 1510

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PHOT 2500 Advanced Digital Imaging. This course will emphasize the creation of expressive visual statements utilizing advanced image manipulation, compositing, and publishing..... 4 s.h.
Prerequisite: PHOT 2010

PHOT 2510 Photographic Book Making. Students will edit new and previous work in book format. Basic adhesive and non-adhesive handmade bookmaking and print on demand technology will be used. Historical and contemporary photobooks will be studied 2 s.h.
Prerequisite: PHOT 2010

PHOT 3010 Lighting. This course will introduce photographic lighting in the studio as it applies to still imaging and video. Emphasis will be on control of artificial lighting in a studio situation..... 4 s.h.
Prerequisite: PHOT 2010

PHOT 3700 Photojournalism, Media, and Culture. Through the investigation and visual exploration of a story pertinent to the community, students are made more aware of the link between journalism, the media and culture. This course deals with the skills, theory, ethics, and production of contemporary journalism. Students work collaboratively and individually on a newsworthy project that reflects current issues in the community..... 4 s.h.
Prerequisite: PHOT 2010

PHOT 3710 Documentary Photography. This course will involve the study and production of photographs, video, and audio to document current events or conditions. Students will design a project from concept to creation to presentation. Study of the history and tradition of documentary photo-graphic works will allow a foundation for discussion and exploration in the proposed projects 4 s.h.
Prerequisite: PHOT 2010

PHOT 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities,

and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

PHOT 3900 Special Topics. For Junior and Senior majors credit to be arranged

PHOT 4000 Professional Seminar. This course is designed to prepare senior-level students for practical post-graduation success. Topics included will be final portfolio presentation, entrepreneurial considerations, employment options and senior thesis preparations 1 s.h.
Prerequisite: Consent of the instructor

PHOT 4100 Event/Location Management. This course will provide students with information, skills, and techniques necessary for successfully capturing, processing, and delivering imagery and media elements from on-location events 4 s.h.
Prerequisite: PHOT 2010

PHOT 4600 Professional Community Services. This course is designed to provide students an opportunity to make relevant contributions to the community using their photo and media skills. Student projects may include work with local clients, location management, and end-product development.....4 s.h.
Prerequisite: PHOT 2010

PHYSICS

PHYS 2010 Physical Science. This course is an introduction to the study of matter and energy with practical applications of science to modern technology and engineering. Topics covered include a description of motion, forces such as gravity and electromagnetism including how they affect motion, thermodynamics, optics, wave motion, and atomic and nuclear physics. Engineering concepts might include energy production and use, the application of basic principles of physics to environmental concerns, the growing influence of computers and robotics, and future medical advances.

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The class format comprises a lecture portion, small group discussions, and a laboratory portion – including lab demonstrations, hands-on experiments, and computer simulation activities performed outside of the class..... 4 s.h.

PHYS 2040 Survey of Astronomy: The Sun and Planets. A survey course which covers the visible sky, historical astronomy, the properties of light, the planets, asteroids, comets, and a study of the Sun. A laboratory component will be required for both the online and face-to-face versions of this course..... 4 s.h.
Recommended Prerequisite:

Students planning to pursue educator preparation licensure are encouraged to complete the PHYS 2010 prior to enrolling in PHYS 2040.

PHYS 2050 Survey of Astronomy: Stars and Galaxies. A survey course which covers the nature of the stars, the Milky Way and other galaxies, and the universe. The visible sky and Kepler's Laws will also be included. The laboratory component will include visits to the campus observatory where observations and measurements, including photometry, of stars and galaxies will be made. 4 s.h.
Recommended Prerequisite:

Students planning to pursue educator preparation licensure are encouraged to complete the PHYS 2010 prior to enrolling in PHYS 2050.

PHYS 2210 General Physics I. This is the entry-level course for all students enrolled in any of the science majors. This calculus-based course includes Newtonian mechanics, wave motion, thermo-dynamics, computer-based laboratory experience, and extensive problem solving. Two hours of laboratory each week 4 s.h.
Prerequisite: MATH 2350

PHYS 2220 General Physics II. This is a continuation of Physics 2210, and includes electricity and magnetism, circuits, optics, and modern physics. Two hours of laboratory each week 4 s.h.
Prerequisite: MATH 2350, PHYS 2210

PHYS 3010 Theoretical Mechanics. Kinematics, force fields, work, and energy in mechanical systems, free and forced harmonic oscillations, Lagrangian and Hamiltonian formalisms, central force motion and collisions 4 s.h.
Prerequisite: PHYS 2210, 2220
Corequisite: MATH 3430

PHYS 3030 Electricity and Magnetism. Classical electricity and magnetism including electrostatics, Laplace's equation, multipole expansions and magnetostatics 4 s.h.
Prerequisite: PHYS 2210, 2220, MATH 2370

PHYS 3052 Optics. Image formation using lenses and mirrors, interference, Fraunhofer and Fresnel diffraction, and polarization 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3060 Introduction to Modern Physics. An introduction to special relativity, quantum physics, nuclear physics, and other modern topics. Includes selected applications to modern technologies..... 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3072 Heat and Thermodynamics. A study of the concepts of temperature and heat, thermodynamic systems, the first and second laws of thermodynamics, entropy, and ideal gases with applications to various thermodynamic systems..... 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3401 Medical Physics. Modern science has had a profound impact upon the diagnosis and treatment of human diseases. The safe use of radioactive isotopes for treatment of various cancers is an example of how physics is applied to medicine. MRI, PET, CT, and other techniques illustrate the new diagnostic tools that have grown from modern technology. It will include field trips to local hospitals 4 s.h.
Prerequisite: PHYS 2210, 2220

PHYS 3500 Computational Physics. This course covers basic computational techniques for solving physical systems, including numerical solutions of

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differential equations, Monte Carlo methods, and ground state systems 4 s.h.

Prerequisite: Permission of instructor

PHYS 3502 Experimental Methods. An introduction to data analysis, error analysis, propagation of error, basic mathematical statistics, and a study of significant historical experiments that will be reproduced in a two-hour laboratory setting each week..... 2 s.h.

Prerequisite: PHYS 2210, 2220

PHYS 3510 Electronics. A study of basic dc and ac circuits with emphasis on analog and basic digital electronic circuits and devices. Circuit theory is developed for diodes, transistors, operational amplifiers, and logic gates. One two-hour laboratory each week 2 s.h.

Prerequisite: PHYS 2210, 2220

PHYS 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

Prerequisite: PHYS 2210, 2220

PHYS 4080 Introductory Quantum Mechanics.

Introduction to quantum mechanics, with emphasis on the Schrodinger equation, operators, and expectation values, sectionally constant potentials, the harmonic oscillator, the one electron atom, and angular momentum 4 s.h.

Prerequisite: PHYS 2210, 2220

PHYS 4201 Advanced Topics. A systematic study of classical and modern physics topics including reproducing laboratory experiments. Two hours of laboratory each week 2 s.h.

Prerequisite: PHYS 2210, 2220

PHYS 4900 Special Topics. This course may be theoretical or experimental and should lead to a Senior thesis. This is the common forum in which new courses are developed, or courses of special interest are taught, which are often the outgrowth of directed or independent study with a research group, either at King or through a NSF sponsored REU or similar experience..... credit to be arranged

Prerequisite: At least 16 s.h. of Physics and the consent of the program coordinator

PHYS 4990 Comprehensive Assessment.

Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. All students will have to Pass according to the minimum requirement of their department. Any student who does not meet the requirement (Pass) of their comprehensive assessment of their major field will not graduate until the requirement has been met ..0 s.h.

POLITICAL SCIENCE

PSCI 2010 United States Government. This introductory course addresses such basic questions as: Who has power in the United States? How are decisions made? Can we make a difference? Pluralist and Elite theories are examined. The course broadly surveys the American political system focusing on the Constitution, political processes, and government institutions. Non-government institutions such as interest groups and the media are also considered.4 s.h.

PSCI 2020 World Politics. This introductory course to world politics examines the nation-state, power, war, and cooperation—in short, the nature of the international political system. This course surveys the predominant theoretical paradigms that explain the international political system, the historical evolution of the international political system, sources of conflict in world politics, international political economy, as well as features of international government 4 s.h.

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PSCI 2200 The Future of Citizenship. Since its first conception, the notion of who can be a citizen and what citizenship entails has changed. In the United States the rights and privileges of citizenship have been won by an increasing proportion of the population since the founding of the nation. Those considered outside the realm of full political equality have organized resources to obtain recognition and rights to participate in governing. By claiming the rights of citizenship, women, minorities, and young people have won the right to vote and equal protections under the Constitution. Outside of the U.S. context, groups have worked to shape their own governments through both political and extra-political means. The course surveys the practice of American citizenship and asks what this means in a global age. Students will reflect on their own practice of citizenship, the challenges of being engaged citizens in the federal system of the U.S., and what it means to be citizens in an increasingly diverse nation and interdependent world..... 4 s.h.

PSCI 3020 The American Presidency. This course examines the original design, history, and political significance of the Chief Executive of the United States, including elections, shared government with Congress, and the constitutional basis for presidential power, both domestically and internationally. Students will examine the careers of various presidents and learn to assess their contributions, for better or worse, to American political life..... 4 s.h.

PSCI 3100 Constitutional Law. An introductory overview of American Constitutional Law, especially as it has been interpreted and defined through cases decided by the U.S. Supreme Court. The course will address major issues of separation of powers, federalism, and individual rights 4 s.h.

PSCI 3200 International Law. An introductory overview of public international law, including its nature, foundations, sources, and practical application, including its interaction with municipal (national) law, its primary structures, and major areas of focus. Special attention is given to the status of international law within U.S. law 4 s.h.

PSCI 3220 Current Issues in US Public Policy. This course will examine a salient current issue in American public policy, including the theoretical principles pertinent to the issue, its development throughout American history, the contemporary contending policy positions surrounding it, the effects of the media, interest groups, government actors, grassroots campaigns, and public opinion upon the public policies related to the issue. Finally, his course will compare and contrast American policies against policies and practices in other nations 4 s.h.
Prerequisite: PSCI 2010

PSCI 3250 Politics and History of China. An introduction to the study of Chinese politics and history. Traditional China will be considered, yet the focus will be on China since the Revolution of 1911: the Chinese civil war, the Sino-Japanese war, the rise of communism, the People's Republic of China, and recent domestic and foreign policy 4 s.h.

PSCI 3500 Comparative Politics. This course engages in the comparative analysis of the various forms of government in the world, and analyses how different governments are disposed to serve different types of societies. Their political and social systems are examined to answer questions such as: How do nation states differ? How are they similar? How are nation-states developing? What is the impact of tradition? This course moves from the theoretical and general to the specific study of various countries, including The United States, Great Britain, Russia, China, India, Iran, and others.....4 s.h.

PSCI 3710 Ancient Political Thought. Political thought and its development from the Greek city-state to the political philosophers of the 20th century is examined in this two-course sequence. While students should preferably take the courses in sequence, there is no absolute rule that they do so. Plato, Aristotle, and subsequent thinkers through the Middle Ages are considered in this course.....4 s.h.
Prerequisite: PSCI 2010, PSCI 2020

PSCI 3720 Modern Political Thought. Political thought and its development from the Greek city-state

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to the political philosophers of the 20th century is examined in this two-course sequence. While students should preferably take the courses in sequence, there is no absolute rule that they do so. Prominent political thinkers from Machiavelli through the contemporary era are studied in this course..... 4 s.h.
Prerequisite: PSCI 2010, PSCI 2020

PSCI 3800 Internship/Cooperative Education.
Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

PSCI 3900 Special Topics in Political Science.
Advanced readings and research for Juniors and Seniors majoring in Political Science/History 2-4 s.h.

PSCI 4990 Comprehensive Assessment.
Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Political Science/History students must earn a passing on a comprehensive exam set by the department..... 0 s.h.

PSYCHOLOGY

PSYC 1520 Introductory Psychology. An introductory survey of the major areas of current psychology such as the scientific method, the biological bases for behavior, sensation and perception, consciousness, learning, memory, language and thought, motivation and emotion, life-span development, personality, stress and coping, psychological disorders, psychotherapy, and social behavior. Emphasis on the methods of obtaining reliable knowledge of human behavior and cross-cultural perspectives on that research and theory.. 4 s.h.

PSYC 2200 Marriage and the Family. An introduction to a developmental study of marriage and family life (as a quest for intimacy) in a world of rapid social change. Special attention is given to American myths; diversity in families; gender roles; sexuality, dating, falling in love; mate selection; the single option; communication, power, and conflict in marriage; work and home; parenting; the family life cycle; family crisis; separation and divorce; remarriage; and stepfamilies.....4 s.h.

PSYC 3000 Social Psychology. An analysis of the ways in which the social environment influences thought, affect, and behavior. Topics covered include how we perceive our social world and the causes of events, stereotyping and prejudice, attitude formation and change, group processes, close relationships, self-concept, and self-esteem. Emphasis is on the use of both theory and research to understand the social influences on why we think, feel, and behave the way we do 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3040 Cognitive Psychology. The study of how people acquire, store, and use information. Basic topics include perceptual processes, attention, automatic processing, implicit and explicit memory, declarative and episodic memory, forgetting and disorders of memory.....4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3050 Lifespan Human Development. A study of the growth and development of the individual from conception to death. Emphasis will be placed on the multidimensional nature of development (physical, cognitive, emotional, and social) paying special attention to diversity in individual life paths and the multiple interacting contextual influences on development (biological, psychological, social, community, societal, cultural, and historical). This course includes the study of major developmental theories and concepts as well as the research methods used in the study of lifespan development. Interviews are completed to gain insight into developmental patterns and to allow students an opportunity to apply

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course material to real-life scenarios..... 4 s.h.

Prerequisite/Corequisite: PSYC 1520*

*Students pursuing a Bachelor of Science in Nursing (BSN) degree are waived from meeting the prerequisite/corequisite requirement.

PSYC 3100 Statistics for the Social Sciences. A comprehensive presentation of the statistics that social scientists use to describe information in meaningful ways and to test hypotheses about human thought, behavior, and emotion. Topics covered include the role of statistics in the research process, frequency distributions, sampling, descriptive statistics, hypothesis testing, correlation, analysis of variance, and non-parametric tests..... 4 s.h.

PSYC 3150 Research Methods and Measurement in Psychology. A comprehensive presentation of the diverse methodologies that psychologists use to test hypotheses about human thought, behavior, and emotion, including a discussion of how psychologists measure psychological variables. Topics covered include correlational design, experimental design, quasi-experimental designs, measurement theory, case studies, autobiographical narratives, observation methods, research ethics, and the preparation of research manuscripts for publication. By the end of the course, students will have critiqued published research articles and developed a research proposal summarizing a psychological study they plan to do the following semester 4 s.h.
Prerequisite/Corequisite: PSYC 1520, 3100

PSYC 3200 Individual Research Project. Each student, with the supervision of the professor, will conduct a research project. This will involve reviewing the literature in a particular area of study, developing a research hypothesis, designing a study to test the hypothesis, data analysis, discussing the implications of results, and writing a manuscript 4 s.h.
Prerequisite/Corequisite: PSYC 1520, 3100, 3150

PSYC 3330 Child and Adolescent Development. Study of the growth and change of the individual from conception through adolescence, emphasizing physical, cognitive, social, and emotional development.

Includes study of major developmental theories, concepts, and research methods that are applied to childhood and adolescence. Interviews and research literature reviews are completed to demonstrate understanding and application of course material. 4 s.h.
Prerequisite: PSYC 1520*

*Students pursuing Teacher Education degrees are waived from meeting the prerequisite/corequisite requirement.

PSYC 3500 The Practice of Group Therapy. This experiential course provides students with an opportunity to participate in group therapy, co-lead group activities and explore topics related to group dynamics, group processes, and legal, ethical, and professional issues. 2 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 3530 Sensation and Perception. This course is a study of how humans sense and perceive the world. The course will include an evaluation of sensory and perceptual processes and how those processes culminate in our rich perception of the world. Special emphasis will be placed on psychophysical procedures, visual perception, and auditory perception. In addition, topics in olfaction, taste, touch, and the influence of knowledge on perception will also be addressed 4 s.h.
Prerequisite: PSYC 1520

PSYC 3700 History and Systems of Psychology. A study of dimensions in the intellectual history of psychology including an examination of the effects of politics, wars, ethnicity, finances, and inventions. Similarities and differences between the development of psychology and that of other sciences will be examined along with the meaning of psychology's history for the current study of psychology.....2 s.h.
Prerequisite: PSYC 1520, plus two other psychology courses

PSYC 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities,

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and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

Prerequisite: 3830 are five major courses, Junior or Senior standing, 2.50 minimum grade point average, and departmental approval

PSYC 3900 Special Topics in Psychology. Advanced readings and research for individual outstanding juniors and seniors majoring in Psychology..... 2 s.h.

PSYC 4000 Theories of Personality. A survey of the major psychological perspectives on human nature (dynamic, dispositional, phenomenological, and cognitive/behavioral), including how each perspective does research, assessment, and treatment, and how each explains the origins and development of personality 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4050 Psychopathology. This course covers the diagnostic criteria and major theoretical explanations for various psychological disorders, including anxiety, mood, psychotic, and personality disorders..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4100 Theories of Counseling. Survey of the major theoretical models of psychotherapy (dynamic, phenomenological, cognitive/behavioral, and family systems). A discussion of practical elements of counseling (ethical considerations, interviewing, confidentiality, ethnicity, and credentials) is included. 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4150 Group Dynamics. A survey of the basic issues of group process, including legal, cultural, ethical, and professional issues. Stages of group development and group leadership skills will be explored..... 4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4200 Survey of Christian Counseling. The study and application of integrating the orthodox Christian faith and the vocation of people-helping. An examination of various integration strategies and the theological basis of each as well as an examination of some basic strategies for Christian counseling.....4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4250 Applied Psychology. This course will introduce students to the application of psychology in a variety of settings and work situations. The student will be introduced, although not exclusively, to clinical psychology, health psychology, educational psychology, occupational psychology, and forensic psychology. The students will explore the major historical trends and research methods common to these areas of applied psychology. Additionally, students will explore a variety of career options in psychology.....4 s.h.
Prerequisite/Corequisite: PSYC 1520

PSYC 4990 Comprehensive Assessment. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.S. in Psychology, students must complete the Psychology Major Field Achievement Test (MFAT) 0 s.h.

RELIGION

RELG 1101 Understanding Christianity: The Bible. This course introduces students to the Bible and its significance for Christian thought and practice. It also sharpens the student's interpretive and critical thinking skills by engaging biblical texts in light of the multiple and diverse communities in which they were written and have been read.....4 s.h.

RELG 1102 Understanding Christianity: Thought and Practice. This course introduces students to Christian thought and practice as they have taken shape around the world since the biblical period and in response to the Bible. It introduces Christian doctrines, worship practices, ethical reasoning, and major

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Denominations. This course has an experiential component; students will arrange their own local transportation for two outings 4 s.h.

RELG 2430 Understanding the World's Religions.

This course is a survey dealing with the ideas and practices of the world's major religions. This introduction provides opportunity for Christian interface with world religions, cults, and sects 4 s.h.

RELG 2500 Introduction to Islam. Islam encompasses many forms of practice, scriptural interpretations, and religious knowledge, but only some forms of Islam become the focus of mainstream public attention. In this course, we will examine some of the fundamental precepts, practices, and history of this religion from an academic perspective. Special attentions will be given to militant interpretations of Islam 4 s.h.

RELG 2720 Christian Ethics. This course introduces themes and methods in Christian moral reflection. It engages the Biblical text, the Church's tradition of ethical reasoning, and philosophical schools of thought, and applies these tools to the consideration of contemporary ethical questions..... 4 s.h.

RELG 2800 Death and Dying. This course is an exploration of historical and contemporary understandings of death and dying, with special attention given to how religious values and cultural frameworks shape our experiences of dying, death, and bereavement, and how the inevitability of death encourages us to live more intentionally and meaningfully. The topics to be covered may include attitudes about death and dying, the funeral industry, suicide, euthanasia, hospice, palliative care, near death experiences, what constitutes a "good death," and the grieving process..... 4 s.h.

RELG 3020 Theory and Method in the Study of Religion. This course is an introduction to theories and methods that scholars employ in the critical examination of religious beliefs, behaviors, and experiences. The class will study the ideas of public and private religious ideas, critical review by religious

peers, as well as the subjectivity of religious debate in the scholarly realm 4 s.h.

RELG 3210 Introduction to Theology and Theological Thinking. Examines the basic contents of Christian theology. It investigates theological-methodology, the philosophical presuppositions of various theological systems, and provides a basic acquaintance with theological vocabulary through readings and by survey of various creeds and confessions 4 s.h.

RELG 3211 Explaining Religions in Theory and Theology. This course considers the phenomenon of religion around the world, considering explanatory theories from the secular field of religious studies alongside theories from Christian theology.....4 s.h.

RELG 3290 The American Religious Experience. A broad survey of American religious history from Puritanism to the present, focusing upon the major events in the development of American religious institutions, the shaping of American churches, and the impact of religion on American culture and institutions 4 s.h.

RELG 3292 Religion and Politics in a Global Context. This course examines the prominent place of religion in this religiously plural geopolitical environment. It explores Judaism, Islam, Catholicism, Native American traditions, white Protestantism, and African and Asian religions, and their expression in global communities. It examines the relationship between politics and religion and its impact on contemporary events.....4 s.h.

RELG 3460 Rendering the Sacred in Film. An analysis of the relationship between religion and film. This class will use various film critical theories to analyze directors and their use of religious imagery and the concept of the sacred. In particular, the course will view and study the work of directors such as Mallick, Kieslowski, Tarkovsky, and Aronofsky 4 s.h.

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RELG 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

Prerequisite: 12 s.h. of Bible and Religion

RELG 3850 History of the Christian Movement and Methods of Historiography. This survey of Church History is an introductory course to the study of Christian Ecclesiastical History. It seeks to survey the important persons, ideas, and movements in the spread of the Christian faith, along with its impact upon the world. The course seeks to heighten awareness of the historical dimension of life and the Christian community, and to increase understanding of the historical method and some of its problems as it applies to matters of church history. In addition, the course will explore ways in which the study of history is beneficial for the contemporary church, especially as they relate to matters of evangelism, spirituality and piety, and cultural interaction 4 s.h.

RELG 3900 Special Topics. Open to advanced students with the consent of the department credit to be arranged

RELG 4750 Calvin. An introduction to the life and thought of sixteenth century reformer John Calvin. Comparisons are drawn between him and his contemporaries and also between Calvin and his followers. Calvin's *Institutes of the Christian Religion* will serve as a basic text along with other writings by him and some modern Reformed theologians 4 s.h.

RELG 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in religious students

demonstrates competency in the graduating student's major field in these areas: Biblical content, theology, philosophy, and critical thinking and analysis. For a B.A. in Religious Studies students must earn a passing grade on the Bible and Religion Department Comprehensive Exam.....0 s.h.

SECURITY AND INTELLIGENCE STUDIES

SAIS 2310 Espionage and Intelligence. This course serves as an introduction to the institutional structure and evolving mission of the United States Intelligence Community and examines the complex political interface between intelligence policy and democratic citizenship in contemporary America 4 s.h.

SAIS 2330 International Terrorism. Since the end of the Cold War, direct threats to America's security have not come from Soviet-style conventional armies, but rather from underground transnational groups, such as computer hackers, nuclear weapons smugglers, or militant Islamists. This course serves as an introduction to the constantly changing landscape of contemporary unconventional security threats, and examines the complex geopolitical identities of America's non-state adversaries 4 s.h.

SAIS 2350 Introduction to Intelligence Analysis. This introductory course that trains students in the methodologies of analyzing intelligence for the purpose of informing policy decisions. Course participants are instructed to use techniques of crafting factual analyses, reducing ambiguity, avoiding cognitive traps, and employing incremental analysis. Students are evaluated in accordance with their dedication to the scientific method, objectivity, and display of intellectual precision 4 s.h.

SAIS 3310 Covert Action: From Secrets to Policy. State-sanctioned covert actions are secret operations that may become known to an adversary, or to the world at large, but the responsible parties cannot always be traced or conclusively proven. This mid-level course examines selected case studies of covert actions

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and assesses their strategic and political impact, as well as their value as a policy option for governments.. 4 s.h.
Prerequisite: SAIS 2310 or 2330

SAIS 3350 Advanced Intelligence Analysis. This upper-level course requires participants to use the technical knowledge they acquired in Introduction to Intelligence Analysis to perfect their analytical tradecraft. Emphasis is given to analytical forecasting and analytical reasoning, exercised through group work and peer review 4 s.h.
Prerequisite: SAIS 2350

SAIS 3380 Counterterrorism: Concepts and Methods. An introductory course that outlines the strategies, tactics, and techniques that government agencies adopt in response to unconventional security threats in the post-9/11 period. Particular attention is given to tactical partnerships between intelligence and security agencies, and multinational organizations, non-state actors, as well as the private sector, to advance counterterrorist objectives 4 s.h.

SAIS 3390 Intelligence Ethics. This multi-disciplinary course explores the normative aspects that inform both clandestine operations and intelligence collection. Students are prompted to examine a variety of real-life case studies that illustrate the theoretical, empirical, or historical aspects of intelligence ethics. Known intelligence controversies serve as the basis for a series of broader discussions on the beliefs and values that inform American national security 4 s.h.

SAIS 3730 American Foreign Policy. This course is designed to familiarize the student with American Foreign Policy (AFP), with an emphasis on contemporary issues. The primary goal is to equip students with the conceptual and analytical tools to understand and interrupt connections between contemporary U.S. foreign policies and international relations theory. The course examines the role of power and specific foreign policy issues in the international system. We begin with an overview international relations theory that underlies U.S. foreign policy, move on to investigate the influence of domestic politics, and ultimately students will utilize

the knowledge gained to critically analyze a major foreign policy area 4 s.h.

SAIS 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

SAIS 3900 Special Topics in Security and Intelligence Studies. Advanced readings and research for Juniors and Seniors majoring in Security and Intelligence Studies 2-4 s.h.

SAIS 4310 Advanced Topics in Geopolitics. An upper-level course that analyzes the worldwide interplay between geographical settings, security perspectives, and political processes. The focus is on the manner in which these varied parameters influence the international behavior of state actors, and their significance for American national security. Case studies examined in the course change to reflect current events 4 s.h.
Prerequisite: SAIS 2330 or HIST 3755, or SAIS 3310 or HIST 3785

SAIS 4330 Security Challenges in the 21st Century. This course focuses on pressing security issues facing the United States. Multiple challenges will be addressed, with attention given to the history, context, and implications of these issues. Particular attention will be devoted to the relationships and strategies required to address these challenges, as well as what success and failure might look like. The role of the intelligence community will be specifically discussed 4 s.h.

SAIS 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must

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demonstrate competency in each of their major fields. For a B.A. in Security and Intelligence Studies, degree candidates will be required to submit the conclusions of a research project in their area of specialization in the form of a publishable academic paper to an appropriate journal, or present the topic of their research to a panel of experts 0 s.h.

SOCIAL WORK

SOWK 3000 BSW Program Orientation. This mandatory online course serves to orient students to the integration of service-learning aspects of social work and the field tracking software, Tevera. Students will learn to utilize Tevera and enter service learning/field practicum hours and submit those for approval. Students must enroll in SOWK 3000 in their first semester in the BSW program and they will maintain continuous access to Tevera 0 s.h.

SOWK 3180 Social Work Research. This course focuses on practice and evidence-based social work research. Students will learn basic quantitative and qualitative research methodologies, including elements of designing a research study, along with various forms of evaluation of programs, policies, and studies. Emphasis will be placed on trauma-informed research practices, the use of inclusive language in research, the importance of informed consent, social, restorative, and economic justice, professional values and ethics, and ethical reasoning when conducting research using human subjects 4 s.h.

SOWK 3410 Social Work Foundations. This course provides a broad overview of the social work profession from its European roots to contemporary generalist practice, including fields of practice, general systems theory, professional development of the self, and the study of special populations. Students are introduced to historical information regarding the formation of social work, as well as knowledge, skills, and values required for competent social work practice 4 s.h.

SOWK 3420 Human Diversity. This course provides an in-depth exploration of social work-related aspects

representing a broad spectrum of human diversity (socio-demographic, cultural, worldview, political, religious, sexual orientation, gender identity and expression, life experiences, socioeconomic statuses, abilities, mental health statuses, etc.). The ethical issues of social, restorative, and economic justice as they relate to diverse populations are explored from a strengths perspective with an emphasis on the impact of discrimination, exploitation, prejudice, and oppression on various populations-at-risk in a trauma-informed effort to develop an ability to suspend judgment and eradicate intransigent thinking. Students learn the importance of developing original thought patterns, while learning the dangers of group-think. Understanding and valuing individual differences is emphasized, while developing introspective capacities. Students will read and interpret relevant course content, write essays, create and deliver presentations, participate in group discussions and assignments, address personal biases while confronting stereotypes and increasing cultural knowledge pertaining to major population groups in the US 4 s.h.

SOWK 3610 Human Behavior and the Social Environment: Person in Environment Perspective (HBSE-PIE). This course is the first of two courses in a sequence on Human Behavior and the Social Environment (HBSE) and provides a multi-dimensional perspective on social work's person-in-environment (PIE) focus as viewed through a trauma-informed lens. It critically examines contemporary theory and research on the biological, psychological, psychosocial, and spiritual (biopsychosocial-spiritual) dimensions of the person and eight dimensions of environment; the physical environment, social institutions and social structure, culture, formal organizations, communities, social movements, small groups, and families 4 s.h.

SOWK 3620 Human Behavior and the Social Environment: Life Course Perspective (HBSE-LCP). This course is a continuation of SOWK 3610: (HBSE-PIE). It explores life course development from conception to death. Principles of human anatomy and physiology, human diversity, oppression, adverse

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childhood experiences (ACEs), social and economic injustices, and the impacts of such on the individual are studied within the context of a life course perspective, utilizing a multi-dimensional approach through a trauma-informed lens. The course explores developmental processes focusing on social class, trauma, gender, race, ethnicity, sexual orientation, gender identity and expression, social support systems, and physiological aspects impacting human behavior and human ability 4 s.h.

SOWK 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/Cooperative section under the Academic Policies section.....credit to be arranged

SOWK 3810 Generalist Practice. This course provides a study of trauma-informed generalist skills and knowledge that can be applied to social work practice across the micro, mezzo, and macro systems at the entry-level. Students also gain skills through an experiential, 20-hours of service-learning in this course..... 4 s.h.

SOWK 3820 Family and Group Practice. This course focuses on theory and interventions with families and groups, utilizing trauma-informed social work practice methods. Students also gain skills through an experiential, 20-hours of service-learning in this course..... 4 s.h.

SOWK 3830 Community and Organizations

Practice. This course focuses on the application of trauma-informed skills in transferring micro and mezzo level generalist skills to the macro level of social work practice, emphasizing the building of skills with communities and organizations. Students also gain skills through an experiential, 20-hours of service-learning in this course..... 4 s.h.

SOWK 3840 Writing for Social Workers. This course prepares BSW students to successfully complete scholarly writing/presentation construction tasks, as well as preparation for writing documentations within the social work profession. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically, inclusively, and coherently, while appropriately citing references and formatting written assignments that adhere to both the BSW Program's requirements for written assignments and presentations, as well as following the standards of the current edition of the Publication Manual of the American Psychological Association (APA). The course is intended to support students' efforts for writing/presentation construction tasks assigned in current and future social work courses, and in professional social work practice 4 s.h.

SOWK 4410 Social Welfare Policy. The focus of the course is on understanding U.S. history through the lens of social welfare advocacy; how to critically analyze social welfare policies and programs; the role of trauma-informed social workers in social welfare programs and policies; and how to assist clients through policy advocacy toward social, restorative, and economic justice. This content provides conceptual frameworks to endow students with the knowledge and skills to understand, evaluate, and assess major policies that form the foundation for social welfare policy in the United States 4 s.h.

SOWK 4700 Introduction to Field Education. This mandatory pass/fail online course serves as an orientation and preparation for the field practicum in SOWK 4800: Integrative Seminar. Students must enroll in this course in the semester prior to enrollment in SOWK 4800 Integrative Practice. 0 s.h.

SOWK 4800 Integrative Practice. This course is the signature pedagogy of the BSW Program. It is an integration of the social work field practicum and the final social work practice methods course, specifically geared toward preparing students for entry level generalist social work practice. Emphasis is placed on

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the acquisition of the ten Core competencies and the integration of generalist knowledge, skills, abilities, and values that are transferrable to a variety of practice settings or client populations. Students engage in a 400-hour field practicum supervised by a Bachelor or Master level Social Worker who possesses a minimum of two-years of social work practice experience. Students' practicum placements are completed in a professional social work setting in their community. Trauma-informed practice skills are applied during the practicum, as personal growth and professionalism are also being developed. This course is open to social work majors only and follows the successful completion of all the courses in the social work major 12 s.h.

SOWK 4990 Comprehensive Assessment. Students must enroll in SOWK 4990 during their final semester in the BSW program. This course consists of an online, single-attempt comprehensive examination and is a mandated prerequisite for graduation in the BSW program. Students must pass the BSW comprehensive examination with a minimum score of 80%. This exam is comprised of 60-items that comprehensively measure students' learning and retention of the Social Work subject matter and adherence to the latest APA standards 0 s.h.

SOWK 5001 History and Philosophy of Social Work. This course focuses on the history and development of social welfare philosophy, issues and systems in the United States from the colonial times onward. A major focus is the evolution and contribution of professional social work in the historical response to human need. The course explores four major themes: (1) the development of social work as a profession; (2) the emergence of social welfare institutions in the United States; (3) the experience of oppressed populations in the United States; and (4) the changing role of government in the provision of social welfare. Values underlying social welfare are examined and the effects of social welfare policies on diverse populations explored. An examination of the fields of social work practice is completed with special attention given to the topics of diversity, social and economic justice and populations at risk. Application is made to

underserved, under-resourced individuals and families of rural Appalachia..... 3 s.h.

SOWK 5002 Human Behavior in the Social

Environment I. This course stresses critical thinking regarding theoretical perspectives of human behavior. The course presents a bio-psycho-social-spiritual perspective and provides a multidimensional perspective on Social Work's person-in-environment (PIE) focus as viewed through a trauma-informed lens. This is followed by an exploration of the various social systems that impact human behavior. This exploration includes an analysis of a variety of theories and application to the social systems social workers address in practice. The course introduces theories about and perspectives on human development across the life span. Issues of values, ethics, diversity, social and economic justice, and populations at risk are infused throughout this course 3 s.h.

SOWK 5003 Human Behavior in the Social

Environment II. This course focuses on the interactive relationship between individuals on the one hand and mezzo- and macro-systems (groups, organizations, and communities) on the other, examining ways by which social systems promote or prevent people from maintaining or achieving desired levels of social functioning. Content of relevance to professional and personal values, ethics, diversity, social and economic justice, and populations at risk is infused throughout this course..... 3 s.h.

SOWK 5004 Practice I. This course focuses on the application of the generalist problem-solving model of social work especially when combined with the use of principles and techniques of Motivational Interviewing. Emphasis is on the sequential but also interactive phases, tasks, and skills involved in establishing working relationships with client systems, creating, implementing, maintaining, evaluating and terminating one or more interventions. This course focuses on recognizing and building on the strengths, capacities, and resources of individuals, families, and small groups in relation to their broader environments. Content on values, ethics, diversity, social and

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economic justice, and populations at risk is infused throughout the course..... 3 s.h.

SOWK 5005 Practice II. This course focuses on theory and interventions with individuals as members of families and groups. The intention of this course is to develop students' knowledge of various approaches to Social Work group practice and the ways in which specialized knowledge of clients' life conditions, life circumstances, and significant life events inform Social Work practice with groups within a generalist framework. Emphasis is placed upon conceptualizing and analyzing Social Work skills with groups, and the capacity for self-directed practice with groups. Practice with groups is viewed within a generalist framework and encompasses the continuum of Social Work with groups. This course is based on the belief that there are several important forces directing practice: (1) the diverse needs of the oppressed and vulnerable populations served in Social Work practice; (2) parameters of service as defined by agency and social policy; (3) the Social Worker's theoretical orientation to Social Work practice with groups; (4) the Social Worker's evaluation of their practice with a goal of increasing practice effectiveness.. 3 s.h.
Prerequisite: SOWK 5004

SOWK 5006 Practice III. This course focuses on transferring micro and mezzo level generalist skills to the macro level of practice. It provides skills development in the construction of strategic models and application of techniques that support the process of planned change at macro-level practice within neighborhoods, communities, and organizations. This course focuses on the capacities and resources of large groups, organizations, and communities in relation to their broader environments. Content on values, ethics, diversity, social and economic justice and populations at risk is infused throughout the course 3 s.h.
Prerequisite: SOWK 5004

SOWK 5007 Research. This course is designed to provide students with the foundational knowledge, skills and ethical appreciation necessary to employ research methods and techniques commonly used by social workers to examine practice issues as well as

extend the knowledge base of the profession. An emphasis is placed on the importance of informed consent, social and economic justice, professional values and ethics, and ethical reasoning when conducting human research 3 s.h.

SOWK 5008 Foundational Field Education I. This experiential course provides students with the opportunity to apply and integrate knowledge, theory and skills content from all courses in the program previously or currently being taken toward the end of enhancing client social functioning, this including evaluation of practice with individuals, families, and small groups in community agencies. This course provides the student with the opportunity to engage in social work generalist practice under appropriate professional supervision. Students are expected to conceptually integrate experiences from field education with content of Social Work courses taken previously and concurrently. In order to promote this real time integration of knowledge and skills, students are required to take SOWK 5008 concurrently with SOWK 5005 Practice II. 3 s.h.
Prerequisite: Field Director's Approval
Corequisite: SOWK 5005

SOWK 5009 Psychopathology & Assessment. This course examines the nature and defining characteristics of the major forms of mental disorder that degrade individuals' ability to achieve optimal levels of social functioning. It addresses the major diagnostic systems in use within the mental health and social work communities and prepares students in the use of these systems. The course addresses issues of ethics, diversity, oppression and populations at risk..... 3 s.h.
Prerequisite: SOWK 5002

SOWK 5010 Organizational Context of Social Work Practice. This course provides conceptual frameworks for understanding the role and role strains of professional social workers in organizational settings and expands students' capacities to maximize their practice effectiveness in and through organizations, provide organizational leadership, contribute to constructive organizational change and professionally survive the rigors of organizational processes and

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politics. The course examines organizational goals, structures, environments, and processes that impact service strategies, case decisions, and the achievement of professional objectives, including grant writing and program evaluation 3 s.h.
Prerequisite: SOWK 5003 or Advanced Standing

SOWK 5011 Foundational Field Education II. This course builds on SOWK 5008-Foundational Field Education I. The focus of this internship is on the agency and inter-agency contexts of practice and the application of knowledge and practice skills to improve client functioning through their interaction with broader systems. This course also focuses on the opportunities social work practitioners have to improve the responsiveness and effectiveness of helping systems themselves. This course includes specific attention to issues relating to professional values and ethics as well diversity awareness and intercultural humility. Students are expected to conceptually integrate experiences from field education with content of Social Work courses taken previously and concurrently..... 3 s.h.
Prerequisite: SOWK 5008

SOWK 5012 Clinical Advocacy in Underserved Areas. This course examines the social and human service environments of geographical areas in the United States that are recognized as underserved and under-resourced with respect to social welfare service delivery. Beyond the exploration of salient social, political and economic dynamics, it also emphasizes knowledge and skill development for professional social work practice in such areas. The course provides a close examination of various models of case management approaches appropriate for the practice of social work as well as models for client-centered advocacy with attention paid to the various roles case management demands (e.g., broker, advocate, educator, counselor, care giver, etc.). This course focuses on working with clients and care givers in building and strengthening social networks with special attention to congregations and religiously affiliated organizations as potential agents of community change..... 3 s.h.

Prerequisite: SOWK 5005 and 5006 or Advanced Standing

SOWK 5013 Clinical Advocacy with Individuals. This course builds on the values, knowledge and skills of the generalist practice model while emphasizing the application of additional knowledge and skills toward the end of affecting the ways clients process thoughts, feelings and ultimately behavior. The focus is on micro-level assessment and intervention skills for clinical (mental health) practice. Students are expected to develop the knowledge and skills necessary to understand the key concepts and terms of different intervention models and theories including relational theory, cognitive theory, behavioral and narrative therapy, and trauma-informed care. Students will develop a sophisticated bio-psycho-social-spiritual framework for assessment and intervention within the context of ethical practice principles. Students will conduct cognitive and behavioral assessments to identify treatment goals, plan and implement interventions, and evaluate the effectiveness of outcomes toward the goal of using grounded evidence to guide practice decisions 3 s.h.
Prerequisite: SOWK 5005 and 5009 or Advanced Standing

SOWK 5014 Trauma & Addiction. This course prepares social workers with knowledge and skills for advanced practice, exploring the relationship between trauma and substance-use related problems. The course covers principles, instruments, and practice skills in evidence-informed assessment and diagnosis, treatment planning and implementation, intervention, relapse prevention, and legal/ethical issues related to intervening around trauma and substance use problems. Students are expected to learn the etiology and effects of psychological and emotional traumatization, as well as the pharmacological mechanisms of dependence, components of addiction-related behavioral change, and issues involved in prevention, intervention, and evaluation of substance use and addiction. The course also examines the impact of age, race, gender, social class, culture, ethnicity, spirituality, religions, sexual orientation, national origin, and physical and mental ability on trauma and

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patterns of addiction. The course also addresses the values and professional ethics relating to those experiencing trauma and addictions issues as well as to professional practitioners engaged with them 3 s.h.
Prerequisite: SOWK 5005 and 5009 or Advanced Standing

SOWK 5015 Advanced Practice Field I. This course provides for supervised social work practice emphasizing the application of recognized clinical interventions as a secondary if not primary intervention modality. The course provides students with opportunities to integrate knowledge and understanding of theories of human behavior, psychopathology, strength, and diversity in clinical practice with individuals with an emphasis on ethical decision making. Client-centered advocacy as expressed by brokering, referral, direct provision of helping services and activities directed toward the development of new helping resources is expected. In order to promote the real time integration of knowledge and skills, students are required to take SOWK 5015 concurrently with SOWK 5013 Practice with Individuals 3 s.h.
Prerequisite: Field Director's Approval

SOWK 5016 Clinical Advocacy with Groups and Families. This course emphasizes and provides knowledge and skill development for advanced interpersonal interventions and clinical advocacy with families and groups. Knowledge of family dynamics, advocacy for families and clinical interventions are reviewed. This course creates opportunities for skill development in the following areas: (1) developing therapeutic alliances; (2) conducting theory-informed assessments; (3) developing mutually agreed upon intervention plans; (4) conducting evidence based and theory informed interventions; and (5) evaluating the group's or family's progress and intervention effectiveness. It provides frameworks and skill development for family-wide interventions by emphasizing multimodal integrated approaches to working with individuals in family contexts (e.g., Behavioral and Cognitive-Behavioral Family Therapy, Solution-Focused Family Therapy and Network Therapy) with diverse clientele experiencing crises for

whom a variety of formal and informal helping networks are potentially available..... 3 s.h.
Prerequisite: SOWK 5013

SOWK 5017 Evaluation & Resource Development. This course focuses on the range of knowledge and micro, mezzo, and macro skills needed to develop sound program proposals and to plan and evaluate social programs. Students practice skills needed to collaborate with stakeholders such as community members and organizations, boards of directors, collaborating agencies, and funders. This course examines methods for evaluating the need for or effectiveness of human service programming and for acquiring financial and material resources for developing or expanding such programs (e.g., grant writing, fund raising, campaigns and lobbying) 3 s.h.
Prerequisite: SOWK 5006 and 5007 or Advanced Standing

SOWK 5018 Advanced Practice Field II. This course provides for supervised social work practice emphasizing the application of recognized clinical interventions as a secondary if not primary intervention modality. The focus in this course is on intervention with individuals in the context of family dynamics as well as intervention at the family level itself, the organizational context of practice, and the development of programming to improve the levels of social functioning of agency clients or others experiencing significantly impaired social functioning. Students are expected to interpret linkages between the content and experience of this course with all other courses taken as part of the King University MSW curriculum..... 3 s.h.
Prerequisite: SOWK 5015

SOWK 5020 Motivational Interviewing. This course focuses of instructing students in the logic and methods of Motivational Interviewing (MI), a client-centered, yet directive method for enhancing intrinsic motivation for change. Research has shown that MI can be adapted to engage clients in change processes for a wide variety of resistant behaviors as well as a general intervention/interviewing approach applicable to a wide variety of client interactions. Not repeatable

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for credit for students having earned credit for SOWK 5004 Practice I..... 3 s.h.
Prerequisite: Advanced Standing

SOWK 5021 Christianity and Social Work:

Integrating Faith and Practice. This course explores the integration of Christian faith and social work practice within church settings among faith-based social service agencies, and with service users who identify with the Christian faith. Students will develop a comprehensive understanding of the unique challenges inherent to this specialized field, as well as opportunities afforded to social work practitioners. There is a particular focus on supporting ministry staff, lay leaders, and church communities through capacity building and consciousness raising. The concept of church hurts will be discussed, as well as a number of pertinent social issues that intersect with the life of a congregation. The course also examines the ethical dilemmas faced by Christ-following social workers and gives students an opportunity to apply these concepts within Christian congregations and faith-based professional practice settings. 3 s.h.

SOWK 5100 School Social Work. This course offers an orientation to social work practice in schools. Students will learn about various approaches to the social work role in schools and school social work practices. The course will provide an overview of ecological systems in schools, critical policy issues impacting education, and relevant prevention and intervention strategies to promote the right to education for all (including children and youth with mental, physical, and emotional disabilities, economic and geographical disadvantages, and diverse ethnic and linguistic backgrounds)..... 3 s.h.

SOWK 5101 Couples and Family Therapy. This course emphasizes and provides knowledge and skill development for advanced interpersonal interventions with couples and families. Knowledge of family dynamics, advocacy for couples and families and clinical interventions are reviewed. This course creates opportunities for skill development in the following areas: (1) developing therapeutic alliances; (2) conducting theory-informed assessments; (3)

developing mutually agreed upon intervention plans; (4) conducting evidence based and theory informed interventions; and (5) evaluating couples' and family's progress and intervention effectiveness. It provides frameworks and skill development for family-wide interventions by emphasizing multimodal integrated approaches to working with individuals in family contexts (e.g., Behavioral and Cognitive-Behavioral Family Therapy, Solution-Focused Family Therapy and Network Therapy) with diverse clientele experiencing crises for whom a variety of formal and informal helping networks are potentially available. 3 s.h.

SOWK 5990 Comprehensive Assessment. Students must enroll in SOWK 5990 during their final semester of MSW coursework. This course consists of an online, one attempt comprehensive examination. Students must pass the MSW comprehensive examination with a minimum score of 80% and is a necessary prerequisite for graduation from the MSW program. This exam is comprised of 100 items comprehensively measuring the students' learning and retention of the Social Work subject matter and adherence to the National Association of Social Workers Code of Ethics 0 s.h.
Prerequisite: Must be enrolled in final semester of coursework

SPANISH

SPAN 1000 Introductory Spanish. Assumes no previous study of the language. This course introduces basic vocabulary, grammar, reading, conversation, and composition. 4 s.h.

SPAN 1010 Spanish Language and Culture. Students will learn Spanish for use in a variety of situations in everyday life and work to acquire the skills necessary for elementary-level communication in the target language. Additionally, this course will examine the diverse culture of the Spanish-speaking world. This course does not fulfill the Traditional General Education language requirement nor does this course meet the pre-requisite for SPAN 2000..... 4 s.h.

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SPAN 2000 Intermediate Spanish. Continued study of vocabulary, grammar, reading and listening comprehension, conversation, and composition at the intermediate level..... 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2100 Intermediate Spanish Study Abroad.
This course will fulfill the General Education requirement for language and the cross-cultural experience at King. Students will learn Spanish language for use in a variety of situations in everyday life and work to acquire the global skills necessary for communication in the target language. To communicate, students will develop skills in reading, writing, speaking, and listening. This course will also explore the diverse culture of the Spanish-speaking world. The first part of the course will be taught on campus and the second part will take place abroad, for a total of 4 s.h. Students will earn CP (Credit Pending) at the end of the first part of the course..... 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2210 Spanish for Healthcare Professionals I.
Study of Spanish skills needed for healthcare professionals with emphasis on oral communication, listening, reading, and writing 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 2220 Business Spanish. Continued study of Spanish skills needed for the business world with emphasis on oral communication, listening, reading, and writing..... 4 s.h.
Prerequisite: SPAN 1000 or permission of instructor

SPAN 3010 Advanced Spanish Skills I. Advanced development of language skills in the areas of speaking, reading, writing, and listening with integrated study of grammar and vocabulary..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3020 Advanced Spanish Skills II. Advanced practice in speaking skills and listening comprehension with incorporated grammar and composition review 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3030 Spanish Conversation. Intensive practice in everyday situations. Reading and discussions of articles from current Spanish periodicals and magazines, oral reports, group debates, and discussions 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3120 The Bible in Spanish for Missions. A study of selected books and passages of the Bible as translated into Spanish with emphasis on communication skills useful in a mission's context 2 s.h.

SPAN 3210 Spanish for Healthcare Professionals II.
Continued study of Spanish skills needed for healthcare professionals with emphasis on oral communication, listening, reading, and writing.....4 s.h.
Prerequisite: SPAN 2210 or permission of instructor

SPAN 3300 Civilization of Spain. The study of the civilization of Spain including geography, history, business, international trade rules and regulations, literature, art, and culture 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3310 Civilization of Latin America. The study of Latin American civilization: geography, history, business, international trade rules and regulations, literature, art, and culture 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3320 Civilizations of Spain and Latin America. The study of the civilizations of Spain and Latin American including geography, history, business, international trade rules and regulation, literature, art, and culture 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3330 Cultural Awareness. The development of cultural competency needed to interact with Spanish-speaking patients in a healthcare setting.....4 s.h.
Prerequisite: SPAN 3210

SPAN 3500 Spanish Grammar and Composition.
Intensive Spanish grammar review with emphasis on

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written expression..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section..... credit to be arranged

Prerequisite: SPAN 2000 or permission of instructor

SPAN 3900 Special Topics in Spanish and Latin

American Studies. Concentrated study of a particular aspect of history, language, or culture 2, 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4010 Hispanic Film. This course explores major contemporary directors and films from a variety of Spanish-speaking countries. This class will examine political, economic, and cultural aspects of selected countries through readings, films, class discussions, and other school-related activities..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4200 Spanish Literature: Medieval and Golden Age. A survey of Spanish literature from its beginnings to 1700 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4210 Spanish Literature: 17th and 18th Centuries. A survey of major authors and movements of the 17th and 18th centuries 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4220 Spanish Literature: 19th Century. A survey of major authors and movements of the 19th century..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4230 Spanish Literature: 20th Century. A survey of major authors and movements of the 20th

century 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4240 Latin American Literature I. A survey of Latin American literature from the earliest chronicles to the beginning of the Romantic period 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4250 Latin American Literature II. A survey of Latin American literature from independence through the 19th century..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4260 Latin American Literature III. A survey of Latin American literature from the 20th and 21st centuries..... 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4900 Special Topics in Spanish or Latin American Language and Literature. Study of particular authors, themes, or movements..... 2, 4 s.h.
Prerequisite: SPAN 2000 or permission of instructor

SPAN 4990 Comprehensive Assessment.
Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. Comprehensive assessment in Spanish demonstrates competency in reading, listening comprehension, writing, and speaking the Spanish language. For a B.A. in Spanish students must show mastery on CAPE (Computerized Adaptive Placement Exam) and pass the Spanish Proficiency Exam 0 s.h.

SPECIAL EDUCATION

SPED 2100 Survey of Exceptional Children. This course introduces characteristics of exceptional children and their education. Includes study of historical and legislative background, mental and physical disabilities, and instructional strategies. Emphasis on educational, social, cultural, and psychological needs of exceptional children. Students

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are expected to observe in public school classrooms as a part of this course 4 s.h.

SPED 3100 Psychology and Learning Characteristics of Persons with Mild Exceptionalities.

The nature and characteristics of persons with mild exceptionalities will be emphasized along with appropriate educational strategies. Exceptionalities such as reading and written expression disabilities, math disabilities, auditory processing, dyslexia, Attention Deficit Hyperactivity Disorder and Asperger's Syndrome will be emphasized. Identification of appropriate interventions will be integral to learning about the characteristics and psychology of these and other mild exceptionalities..... 3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 3200 Assessment and Development of the IEP.

Assessment, curriculum planning, and instructional approaches used to understand and support exceptional persons through the implementation and design of Individual Education Plans (IEP) are emphasized in this course. Inclusion in the least restrictive environment is a point of major emphasis. Learners will use and experience diagnostic tests that guide descriptions of learners, placement, and recommendations for service in the least restrictive special education range of services. Clear statements of appropriate learning goals and objectives as well as meeting legal requirements will be included in development of an IEP 3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 3300 Effective Instruction for Persons with High Incidence Exceptionalities.

Implementing best practices for persons with exceptionalities, including intervention and accommodation, are the focus of this course. Appropriate psychological and educational considerations for intervention in high incidence exceptionalities will be identified with emphasis on monitoring and adjusting for appropriateness and effectiveness. Students will learn strategies and technological supports for modifying instruction and collaborating with regular classroom teachers to facilitate the success of these persons within the general

education classroom. Response to intervention strategies will be incorporated.....3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 4100 Psychology and Characteristics of Learners with Moderate and Severe Exceptionalities.

This course will emphasize the nature and unique characteristics of persons with low incidence exceptionalities along with educational strategies appropriate for intervention. Learners will develop an understanding of the learning and behavioral characteristics of persons with severe and multiple exceptionalities including intellectual disabilities, autism, health impairments and sensory loss. Adaptations and teaching strategies for meeting the needs of persons so identified will be highlighted ..3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 4200 Social and Emotional Exceptionalities.

Characteristics of social-emotional deficits and analysis of causal effects of behavioral disorders is incorporated into application of strategies and interventions designed for general and special education classrooms. This course emphasizes design and application of strategies based upon development and analysis of behavior support plans, functional behavior assessments and behavior intervention plans. The learner will study the design and implementation of appropriate learning modifications based on this information and the subsequent evaluation and modification of the interventions. Learners will examine practices such as direct instruction, positive behavioral supports, and assistive technology as they contribute to the least restrictive environment. Impact on family and community will be incorporated and communicating appropriately with parents and students will be emphasized.....3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 4300 Transition of Exceptional Persons to Independent Learning and Life.

This course provides the learner with a framework for professional special educators to intervene and consult with general education personnel and other professionals in addressing the needs of persons with exceptionalities. Students will examine the roles of other specialized

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professionals such as speech and language therapists, physical and occupational therapists, behavior specialists and psychologists and diagnosticians as well as the effective use and supervision of instructional assistants. Transitions from preschool to kindergarten, elementary to middle schools, middle to high school and high school to independent living will be studied. Community based programs and family supports will be incorporated 3 s.h.
Prerequisite: SPED 2100 or EDUC 5000

SPED 4490 Student Teaching in Elementary Education and Special Education Placements. This course includes discussions of issues related to student teaching and induction into the profession. One half of the placement will be in a general education elementary setting, the other half will be in a special education setting. Students are required to present their final electronic portfolios and to pass state-mandated PRAXIS II tests to successfully complete this course..... 10 s.h.
Prerequisite: All courses in the academic major, all professional level Teacher Education courses, overall GPA of 3.0, and successful completion of all licensure assessments required by the Tennessee Board of Education
Corequisite: EDUC 4950

SPED 4700 Practicum in K-8 Special Education. For licensed teachers seeking an endorsement in Special Education: Interventionist K-8, candidates will complete 30 hours between an elementary and middle school placement with documented planning, teaching, and assessing students with exceptionalities..... 2 s.h.
Prerequisite: Minimum or above required score on Praxis 5543: Special Education: Core Knowledge and Mild to Moderate Applications and Praxis 5205: Teaching Reading: Elementary

SPEECH

SPCH 1000 Speech Fundamentals. An introduction to the fundamental principles of effective speech

communication. Features public speaking but touches upon several of the major forms of speech training: debate, discussion, and oral interpretation. Individual attention is given in matters of voice, articulation, and body language. 4 s.h.

SPORT MANAGEMENT

SPMT 2100 Introduction to Sport Management. This class introduces students to the meaning of sport management in terms of its scope, foundations, issues, and future trends. We will examine the job responsibilities and competencies required of sport managers in a variety of sports, or sport-related organizations. We will also discuss various career opportunities available in the field of sport management..... 4 s.h.

SPMT 2120 Sport Marketing. This course will explore basic marketing and fundraising concepts in the sports industry, including building relationships, product analysis, advertising, sales, and sports promotions 4 s.h.

SPMT 2130 Sport Facilities and Event Management. This course is designed to provide students the opportunity to learn multiple aspects of sports facilities and the management of events held at these facilities. Key concepts to be covered will include ticket sales, crowd control, security, customer satisfaction, human resources management, revenue generation, marketing, and sponsorship..... 4 s.h.

SPMT 2200 Leadership in Sport. An introduction to situational leadership within sport. Students will be introduced to a variety of leadership styles and theories. Specific attention will be given to leadership within diverse sport environments and populations. Topics covered will include team leadership and group dynamics, addressing the gender gap in sports, issues in race and leadership, leading athletes with disabilities, applying ethics to sport leadership, and innovative leadership through change..... 2 s.h.

SPMT 2300 Esports Business Management. This course examines the history, development, operations,

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and management of esports players, teams, leagues, events, and competitions. Numerous concerns, considerations, and areas of business activities also receive in-depth focus 2 s.h.

SPMT 2400 Introduction to Sport Law. This course introduces the legal doctrines, major statutes, standards, and case law that establish legal responsibilities, rights, privileges, and controls related to the field of exercise and sport sciences..... 2 s.h.

SPMT 2510 Fundraising for Sport Organizations. A comprehensive study of the external function of fundraising for a sport organization. The course offers an integrated perspective that includes all elements of fundraising: organization, personal skills, fundamental fundraising principles, types of fundraising, feasibility studies, relationship cultivation and stewardship, grant writing, and data mining 2 s.h.

SPMT 2600 Social Media and Sports. The purpose of this course is to involve students in the use of social media as it relates to the sports media environment. This course is intended to combine the hands-on approach of having students use social media to disseminate messages that sports media and sports organizations will use for journalism and business purposes while also providing students with the theoretical background needed to best understand and use social media..... 2 s.h.

SPMT 3220 Sport Communication. Utilizing a combination of public relations principles and hands-on experience, this course will prepare students to administer the various responsibilities involved in sports information. Course content includes media writing, broadcast interviewing, special event coordination, promotion and marketing, and crisis management 2 s.h.
Recommended Prerequisite: ENGL 1110

SPMT 3300 Diversity, Equity and Inclusion in Sport. This course provides an overview of what diversity and inclusion mean within sport organizations, skills associated with how to reflect on and have conversations about differences and how

understandings about differences affect policy development and decision-making and developing an understanding of how power and privilege play out in sport organizations and work to include some and exclude others. It further provides a comprehensive overview of key areas of diversity, including social class and economic status, gender, race, ethnicity, people with disabilities, political influence and affiliation, religion, and ageism. And finally, the course connects difficult conversations to leadership and how to lead in diverse, equitable, and inclusive environments; strategic planning processes and assessing organizational climate; and using sport as a platform for social change 2 s.h.

SPMT 3565 Advanced Sport Law and Ethics. This course will provide students an opportunity to examine moral and ethical concepts, principles, and issues within sport law. This course will also aid students understanding of legal issues prevalent in sport management, as well as give students direction in developing a program of risk management and liability assessment for a variety of sport specific situations4 s.h.
Prerequisite: SPMT 2400

SPMT 3580 Sport Finance. This course is designed to expose students to basic financial concepts as they relate to sport. Analyzing and performing budget functions is also part of this class 2 s.h.

SPMT 3600 International Sport Management. This is an upper-level undergraduate course that provides an overview of how sport is organized, managed, funded, and governed across the world. It also examines the economic, cultural, sociological, and political role that sport plays within the broad process of globalization..... 4 s.h.

SPMT 3700 Strategic Planning Within Sport. This course will introduce students to strategic planning methods within sport programs and organizations. Students will learn the concepts of internal and external program planning and develop strategic outcomes and action plans. Topics covered will include organizational leadership, developing mission statements, evaluating policies and procedures,

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establishing a human resource plan, budget and fundraising planning, and marketing and promotional design..... 4 s.h.

SPMT 3800 Internship/Cooperative Education.

Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section.....credit to be arranged

SPMT 4990 Comprehensive Assessment. Students will draw upon and connect the concepts and analytical tools they have developed in all previous Sport Industry courses. Students will be required to synthesize and apply theories, concepts, and practices when engaging in specific strategic planning situations and case studies. A senior thesis, which will provide opportunities for in-depth analysis of a specific area within the sport industry, is also required. This research is intended to give students further insight into the sport industry and to offer additional practical application of knowledge and experience 0 s.h.

THEATRE

THTR 1010, 1011 Theatre Practicum: Acting I and II. These courses are available for students who are cast in King theatre productions. Students will develop a character in rehearsal and perform the role as part of a theatre production. Students will apply elements of the acting process in rehearsal and performance, engage in play analysis, and assist in a technical area. Students who are cast in the first production of the semester may register for 1010, and students who are cast in the second production of the semester may register for 1011. Students who are cast in both productions in a semester may register for both courses. Students may register for both courses more than once..... 2 s.h.
Prerequisite: Audition

THTR 1020, 1021 Theatre Practicum: Technical.

These courses allow students to learn and apply the craft of performance technology towards fully realized theatrical productions. 1020 places emphasis on implementing the following design elements: building and painting scenery and properties, and costume construction. 1021 places emphasis on the organization, installation and the running of lighting and sound equipment, house management and stage management.....2 s.h.
Prerequisite: Interview

THTR 1110 Acting I: Fundamentals of Acting and Play Analysis.

An introduction to the fundamentals of acting and play analysis. Students will be introduced to the methods of Konstantin Stanislavski and will engage elements of the acting process such as character analysis and development, relaxation, concentration, observation, action, given circumstances, superobjective, diction, and movement through participation in exercises, scene analysis, scene performance, journaling, and reflecting on a live performance. Students will also be introduced to the audition process and will analyze and perform an audition piece. This course is offered to both Traditional and Adult and Graduate Studies (AGS) students.....4 s.h.

THTR 1200 Stage Makeup. The introduction and practical application of basic stage makeup techniques including contouring, old age, character, and special effects.....4 s.h.

THTR 2000 Introduction to Theatre. This class is an exploration and hands-on study of the basic components of theatre, including acting, directing, playwriting, producing, theatre history, theatre design and technology. It is intended to introduce the student to all aspects of theatre by way of active participation including group projects and creative thinking. Theatre is an interactive art form, which requires active participation from the student. Class participation includes attending the University's productions and discussing them: students will be encouraged to build their own opinions and share them with the rest of the class. This course will foster the students' personal

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creativity while promoting an understanding of the theatrical process and the integral role of theatre in society 4 s.h.

THTR 2012 Theatre History I. This course provides a survey of the development of theatre from its ritualistic beginnings through the Renaissance. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each to the social and intellectual environment of each style period 4 s.h.

THTR 2110 Acting II: Advanced Scene Study. This course provides advanced study of acting through workshop, exercises, scene study and performance of selected scenes. Students will experience instruction in character analysis, character development, text analysis, diction, vocal expression, and movement. In addition, students will study audition techniques and will prepare an audition portfolio 4 s.h.
Prerequisite: THTR 1110

THTR 2220 Introduction to Stagecraft. Provides instruction in the technical basics of theatrical production. The fundamentals of drafting, constructing 2- and 3-dimensional scenery, scene painting, and backstage organization will be explored. The course includes laboratory practicum where students will apply techniques to stagecraft projects, backstage work, and department productions..... 4 s.h.

THTR 2230 Introduction to Lighting and Sound. The course is a study of the fundamentals of theatrical lighting and sound including hanging, focusing, running, and the design process. The course includes a laboratory practicum where students will apply techniques to lighting and sound projects, backstage work, and department productions..... 4 s.h.

THTR 2240 Scenic Painting. Scenic Painting is an introduction to and practical application of the processes, techniques, tools, and materials used in theatrical scene painting. Students study surface presentation, color theory, the manipulation of two-dimensional space through use of form and color, and the interpretation of design elevations in the execution

of completed scene painting. Students will also participate as scenic painters for the semester's production.....4 s.h.

THTR 2250 Introduction to Theatrical Design. An introduction to the fundamentals of the theatrical design process. Students will be introduced to design methods for scenery, costuming, and lighting with primary emphasis on scenic design. Course will consist of scenography, renderings, and model construction...4 s.h.

THTR 2400 Theatre Management. Theatre Management is an in-depth examination of the art of the business of theatre. Students study the historical development of American theatre management and the procedures of professional stage management. Students also explore various performing arts organizational strategies (commercial, non-profit, educational, etc.) and, over the course of the semester, develop management plans for their own model theatres. Students will also develop career-building skills by examining resume and portfolio development, the audition process, and the ins and outs of performing arts unions and organizations 4 s.h.

THTR 2510 Oral Interpretation of Literature. Oral performance of literature including selection, analysis, rehearsal, and performance of poetry, prose, or drama. Emphasis on increasing the enjoyment and appreciation of literature, developing analytical and vocally effective performance skills 2 s.h.

THTR 3000 Dramatic Literature and Criticism. Provides a study of world drama from the classics to contemporary, play structure, themes, and theatre criticism. Emphasis is placed on theatre's ability to reflect and interpret a culture's social values. Students will engage in play analysis, reflection, discussion, and dramaturgical research 4 s.h.

THTR 3012 Theatre History II. Provides a survey of the development of theatre from the Renaissance through the Modern Period. Specific attention is given to theatrical elements of audience, actor, stage scenery, theatre architecture, literature, and the relation of each

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to the social and intellectual environment of each style period..... 4 s.h.

THTR 3110 Acting III: Realism and the Acting Process. This course builds upon the foundations of Acting I and II. Scripted scene work and exercises, gaining increased familiarity with techniques and exercises of Stanislavski and his artistic "heirs" with an emphasis on expanding, through physical, vocal, and psychological transformation, the student's repertory of roles rooted in realism..... 4 s.h.
Prerequisite: THTR 2110

THTR 3220 Advanced Scenic Design. An advanced examination of the techniques and skills of scenic design from initial concept to finished scenic environment. Students will study theoretical concepts, the collaborative process, and traditional and digital methods of model making, scenic rendering, and mechanical drafting. In addition, various scales of production projects will be addressed by the student for presentation and critique..... 4 s.h.
Prerequisite: THTR 2220

THTR 3230 Advanced Lighting Design. An advanced study of the technology and aesthetics of designing light for the stage. Students will engage in design research, study theoretical concepts, the collaborative process, and professional procedures and systems. Advanced methods of documentation and organization will also be explored. In addition, various scales of production projects will be addressed by the student for presentation and critique..... 4 s.h.
Prerequisite: THTR 2230

THTR 3240 Scenographic Theory. Scenographic Theory explores the practice and theory of 20th and 21st century scenography. Students will study the history and development of scenography, key scenographic theories and approaches, methods and techniques of scenographic practice, and explore the significance and application of scenographic theory to the art of contemporary scenic design..... 2 s.h.

THTR 3400 Directing I. The course explores the director's role in a theatrical production. Students will

be introduced to the fundamentals of the directing process including play analysis, conceptualization, stage blocking, composition, picturization, communication, and design and will apply these skills through scene performances.....4 s.h.
Prerequisite: THTR 1110, THTR 2220, THTR 2230

THTR 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative Education, see the Internship/ Cooperative section under the Academic Policies section credit to be arranged

THTR 3900 Special Topics. Offers an opportunity for intensive study of a specific topic in theatre. Topic must be approved by the instructor and the department chair 2-4 s.h.
Prerequisite: Consent of instructor

THTR 4110 Acting Styles and Project. Studies in various acting styles, with an emphasis on classical material, in an atmosphere of a developing ensemble. Monologue and scene study, analysis, and practice in physical and psychological transformation will place in the context of both classical and non-traditional works. In addition, the class will explore physical and vocal exercises specifically designed to enhance the building of an ensemble 4 s.h.
Prerequisite: THTR 1110

THTR 4400 Directing II. Further explores the director's role in theatrical production with an emphasis on interpretation. Students will apply directing skills through the direction of a one-act play. Student will also be responsible for casting, conducting rehearsals, conducting technical rehearsals, and promoting performance under the supervision of instructor 2 s.h.
Prerequisite: THTR 3400

THTR 4910 Theatre Capstone Project. The capstone

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project will be chosen by the student after careful consideration and advising from the theatre faculty. The project will intensely explore a specialization in theatre such as acting, directing, design, management, or research. The final project will be presented either through performance or presentation. A final paper detailing the student's work, choices, and self-assessment of the project will also be required 2 s.h.

THTR 4990 Comprehensive Assessment. Undergraduate level. All candidates for a degree from King are required to demonstrate competency in their major field. Students with more than one major must demonstrate competency in each of their major fields. For a B.A. in Theatre students must complete either a pre-approved capstone project or an internship. A grade of pass or fail will be determined by the theatre faculty 0 s.h.

YOUTH MINISTRY

YTMN 1620 Foundations of Youth Ministry. A survey course of various aspects of youth culture and experience covering some of the key principles of youth work. The course will assist the student in defining youth ministry and will incorporate discussion of common adolescent issues. Students will be required to observe and critique various youth ministries..... 2 s.h.

YTMN 2220 Youth Ministry in Varied Contexts. The course will redefine youth ministry by challenging assumptions about what it is and where it takes place. It will incorporate philosophical discussion regarding the contexts for youth ministry as well as first-hand observations and practical ministry experiences of youth ministries outside traditional suburban church settings such as coaching, teaching, social work, inner city work, international ministries, etc. 4 s.h.

YTMN 2450 Recreation and Adventure-Based Learning. This block course held in the May term will explore the rationale for active learning experiences and provide practical training in the use of recreation as a ministry tool. Students will learn ways to

incorporate recreation and Adventure Based Learning into their youth ministry program for group building, leadership training and spiritual challenge. The course will include several ABL/Wilderness experiences. *(There will be an activity fee associated with this course in addition to the cost for summer term credit hours)* 4 s.h.

YTMN 2630 International Perspectives (Cross Cultural Experience). An investigation of ministry from outside the borders of the U.S. Students will be challenged to consider their experience of Christianity and Ministry from an international perspective. This course will consist of lectures by international ministry experts as well as a short-term ministry/mission experience.....4 s.h.

YTMN 3210 Developing a Practical Theology of Youth Ministry. This course will cover both theory and practical application of Biblical principles of ministry, particularly as they apply to youth. Students will investigate youth culture and stages of faith development, critiquing various methods of reaching young people in ministry and their effectiveness in the era of Post Modernity. Students will be challenged to establish their own theology of youth ministry.....4 s.h.

YTMN 3610 Program Administration for Effective Youth Ministry. Pulls together the academic and the practical preparation. Many youth workers struggle with certain aspects of youth ministry such as budgeting, building staff relationships, planning, reporting to a board or session, working with parents and other adults, and training volunteers. Offers the student the opportunity to gain valuable experience in areas that are often problematic to the youth professional 4 s.h.

YTMN 3800 Internship/Cooperative Education. Integrate faculty-led opportunity into education through participation in planned, supervised experiential-learning. Students will apply related skills by following a set of objectives, reflecting on activities, and obtaining feedback from their supervisors. For a complete description of Internships and Cooperative

Course Descriptions

Education, see the Internship/ Cooperative section
under the Academic Policies
section.....credit to be arranged

YTMN 4110 Senior Seminar for Ministry. Students
will discuss specific ministry issues including boundary
issues, longevity, burnout, marriage and family,
personal growth and development, discipline,
confidentiality, apologetics, and theological differences.
This course is designed to prepare students for
necessary self-care and encourage long term ministry
involvement 2 s.h.
Prerequisite: YTMN 1620, 3800/3830

YTMN 4990 Comprehensive Assessment.
Comprehensive assessment in Youth Ministry
demonstrates competency in youth ministry theory
and practice by means of a portfolio that is presented
to department faculty. The portfolio is a course
assignment within the YTMN 4110 course. To pass the
assessment, students must earn 75% or better on the
portfolio..... 0 s.h.

Academic Structure

Academics at King University are organized into the following college and schools: King College of Arts and Sciences; Peeke School of Christian Mission; School of Business, Economics, and Technology; School of Education; School of Health and Professional Sciences; and School of Nursing. Within each college or school, students may choose from one of several fields of study to pursue. Details on the fields of study in each of these areas are found in this catalog.

KING COLLEGE OF ARTS AND SCIENCES

Paul Macdonald, Dean

Beatriz Macione, Associate Dean

William Linderman, Associate Dean

PEEKE SCHOOL OF CHRISTIAN MISSION

Brian Alderman, Dean

SCHOOL OF BUSINESS, ECONOMICS, AND TECHNOLOGY

David Robinson, Dean

Alexander Brumlik, Associate Dean

SCHOOL OF EDUCATION

Donna Watson, Dean

SCHOOL OF HEALTH AND PROFESSIONAL SCIENCES

Mark Overbay, Dean

Jennifer Mongold, Associate Dean

SCHOOL OF NURSING

Donna Fraysier, Dean

KING COLLEGE OF ARTS AND SCIENCES

BACHELOR OF ARTS/BACHELOR OF SCIENCE

Majors

- Applied Science and Mathematics
- Biochemistry
- Biology
- Chemistry
- Digital Media Art and Design
- English
- Forensic Science
- History
- Mathematics
- Multidisciplinary Studies
- Music
- Physics
- Political Science/History
- Psychology
- Religious Studies
- Security and Intelligence Studies
- Spanish
- Theatre

Minors

- Biology
- Chemistry
- Christian Studies
- Digital Media Art and Design
- English
- Environmental Studies
- Health Humanities
- History
- Intercultural Studies for Christian Service
- Leadership
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Security and Intelligence Studies

Academic Structure

- Spanish
- Theatre

SCHOOL OF BUSINESS, ECONOMICS, AND TECHNOLOGY

Majors

- Accounting
- Business
- Business Management
- Cybersecurity and Cloud Computing
- Digital Marketing

Minors

- Business Administration
- Economics
- Information Technology
- Marketing

Masters

- Graduate Business
 - Healthcare Administration Concentration
 - Management Concentration

SCHOOL OF EDUCATION

Majors

- Interdisciplinary Studies (Elementary Licensure, Grades K-5)

Minors (Licensure and Non-Licensure Options)

- Elementary Education
- Elementary Education with English as a Second Language
- Elementary Education with Special Education
- English as a Second Language K-12
- K-12 Education
- Secondary Education
- Secondary Education with English as a Second Language

Post-Baccalaureate

- English as Second Language
- Special Education

Masters

- Graduate Education: Curriculum & Instruction
- Graduate Education: Leadership

Post-Graduate

- Education Specialist in Leadership

SCHOOL OF HEALTH AND PROFESSIONAL SCIENCES

Majors

- Criminal Justice and Criminology
- Exercise Science
- Healthcare Administration
- Social Work
- Sport Management

Minors

- Criminal Justice and Criminology
- Exercise Science
- Healthcare Administration
- Sport Management

Masters

- Graduate Social Work
- Graduate Healthcare Administration

SCHOOL OF NURSING

Majors

- Nursing

Masters

- Graduate Nursing
 - Adult-Gerontology Acute Care Nurse Practitioner
 - Family Nurse Practitioner Concentration
 - Nurse Leadership and Administration Concentration
 - Psychiatric Mental Health Nurse Practitioner Concentration

Post-Graduate

- Adult-Gerontology Acute Care Nurse Practitioner

Academic Structure

- Family Nurse Practitioner
- Nurse Educator
- Psychiatric Mental Health Nurse Practitioner

Doctoral

- Nursing Practice

Faculty and Staff

FULL-TIME FACULTY

Tooley, W. Andrew

BA (University of Nebraska-Lincoln)
MDiv (Trinity Evangelical Divinity School)
PhD (University of Stirling)
President, 2024

Adams, Susan L.

BSN (East Tennessee State University)
MN, FNP (Emory University)
PhD (East Tennessee State University)
Associate Professor of Nursing, 2011
Program Coordinator, Master of Science in Nursing
Nurse Educator

Alderman, Brian J.

BA (Lee College)
MDiv (Princeton Theological Seminary)
PhD (Emory University)
Associate Professor of Philosophy
and Religion, 2014
Chaplain

Anderson, Denise

BA (Shippensburg University)
MSW (Temple University)
MA (Northwest Nazarene University)
Professor of Social Work, 2021

Arnold, Dwain

BA (Berea College)
MS (Radford University)
EdD (East Tennessee State University)
Assistant Professor of Education
Director of Teacher Education, 2023

Bailey, Christie

LPN (Tennessee Technology Center)
AAS (Walters State Community College)
BSN (King College)
MSN (King University)
Instructor of Nursing, 2024

Baker, Angela H.

BS, MEd (East Tennessee State University)
EdS (Lincoln Memorial)
PhD (East Tennessee State University)
Assistant Professor of Education, 2020

Baker, Bradley

BS (King College)
PhD (Vanderbilt University)
Assistant Professor of Chemistry, 2022

Blevins, Christy M.

BS (Emory & Henry College)
BSN (King College)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2013

Bordwine, Karen L.

ASN (Virginia Highlands Community College)
BSN (King College)
MSN (East Tennessee State University)
Assistant Professor of Nursing, 2017

Brammer-Allison, Erika E.

BA (North Central College)
MLIS (University of Wisconsin-Madison)
Assistant Professor, Academic Affairs, 2009
Assistant Provost for Academic Affairs
and Institutional Effectiveness

Faculty and Staff

Brumlik, Alexander

BS (University of Central Florida)
MA, PhD (Georgia University)
Professor of Business, 2013
Program Coordinator, Business BA
Associate Dean, School of Business, Economics, and
Technology
Director, King University Institute
for Regional Economic Studies (KIRES)

Byington, Elizabeth L.

BA (King College)
MA (East Tennessee State University)
Assistant Professor of English, 2005
Director of the Speaking Center

Caudill, Jason G.

BS, MBA, PhD (University of Tennessee)
Professor of Business, 2012
Program Coordinator, Business Management BBA

Chase, Stacy

AMS (Emory University)
BS (Georgia State University)
MSW (Boise State University)
Assistant Professor of Social Work, 2016
Director of BSW Field Education

Cobb, Hilary

BS (University of Idaho)
MSW (Boise State University)
DSW (Millersville University of Pennsylvania)
Assistant Professor of Social Work, 2022

Conner, Emily

BS (Texas A & M University)
MBA (East Tennessee State University)
Assistant Professor of Exercise Science, 2020
Program Coordinator, Exercise Science

Cooke, Zachary

AA (Independence Community College)
BME (Delta State University)
MME (Northern State University)
DME (Liberty University)
Assistant Professor of Music, 2025

Cutter, Abigail Woolley

BA (Wheaton College)
MCS (Regent College)
PhD (Southern Methodist University)
Assistant Professor of Theology, 2023

Darko, George

BS (Arkansas State University)
MA, DA (Middle Tennessee State University)
Associate Professor of Finance and Economics, 2009

DeFord, J. Kevin

BA (University of Tennessee)
MA (Austin Peay State University)
PhD (University of Louisville)
Professor of Psychology, 2002
Program Coordinator, Psychology
Chair, Psychology

Dotterweich, Martin H.

BA (Wheaton College)
MDiv (Gordon-Conwell Theological Seminary)
PhD (Edinburgh University)
Professor of History, 2004
Program Coordinator, Political Science
Chair, History and Political Science
Director, King Institute for Faith and Culture

Dower, Laura H.

ASN (Nash Community College)
MSN (Hawaii Pacific University)
Assistant Professor of Nursing, 2020
Simulation Lab Coordinator

Faculty and Staff

Edwards, J. Nick

BS, MS, MBA (University of Maryland Global Campus)
Assistant Professor of Cybersecurity and Cloud Computing, 2025
Program Coordinator, Cybersecurity and Cloud Computing, 2025

Eisenhart, Heather B.

BFA (New World School of the Arts)
MA (East Tennessee State University)
Instructor of Theatre, 2023

Fraysier, Donna

BS, MS (King College)
DNP (Union University)
Professor for School of Nursing, 2012
Dean, School of Nursing

George, Ana

BA (University of Maryland)
MA, PhD (Texas A&M University)
Assistant Professor of Spanish, 2022

Hale, Tonia W.

BSN (University of Tennessee)
MAOM (Tusculum College)
DNP (East Tennessee State University)
Assistant Professor, 2024
Program Coordinator, Healthcare Administration

Helbert, Jodi M.

BSW (Virginia Intermont College)
MSW (Radford University)
PhD (Norfolk State University)
Associate Professor of Social Work, 2014
Program Coordinator, Social Work

Heldreth, Sheila A.

AAS (Virginia Highlands Community College)
BSN (University of Virginia)
MS (Old Dominion University)
Assistant Professor of Nursing, 2019

Helt, Gail

BS (University of Nebraska at Kearney)
MA (Iowa State University)
Assistant Professor of Political Science, 2014
Program Coordinator, Security and Intelligence Studies
Director, King Institute for Security and Intelligence Studies

Henley, Samuel K.

BS, MS (East Tennessee State University)
Instructor of Exercise Science, 2020

Hutchinson, Laura

AA (Walters State Community College)
BSN (Middle Tennessee State University)
MSN (King College)
Assistant Professor of Nursing, 2019
Program Coordinator, Nursing (RN-BSN)

Jones, Herbert Lee, III

BA (Carson-Newman University)
MFA (Savannah College of Art and Design)
Assistant Professor of Digital Media, 2014

Jones, Johnny

BA (Georgia State University)
MSW (Southern Baptist Theological Seminary's Carver School of Church Social Work)
PhD (Florida State University)
Associate Professor of Social Work, 2021

Krug, Emily D.

BA (Milligan College)
MSLS (Clarion University)
Associate Professor, University Library, 2014
Director of Undergraduate Research

Faculty and Staff

Liendo, Martha

AAS (Virginia Highlands Community College)
BS (King College)
MS (East Tennessee University)
Assistant Professor of Mathematics, 2014
Director, General Education
Chief Marshal

Linderman, William C.

BA (Erskine College)
MS (Virginia Polytechnic Institute and State University)
PhD (University of Memphis)
Professor of Mathematics, 1999
Program Coordinator, Mathematics
Chair, Mathematics and Physics
Associate Dean, King College of Arts and Sciences

Loudy, Tommie R.

AAS (Walters State Community College)
RN-BSN, MSN (King University)
Assistant Professor of Nursing, 2019

Love, Logan Gillen

BA (King College)
MA (East Tennessee State University)
PhD (Capella University)
Associate Professor of Psychology, 2014

Love, Sherry W.

BSN, MBA (King College)
MSN (King University)
DNP (University of Alabama)
Associate Professor of Nursing, 2016
Program Coordinator, Master of Science in Nursing
Family Nurse Practitioner

Macdonald, Paul

BA (Wheaton College)
MA (Yale University Divinity School)
PhD (University of Virginia)
Professor of Philosophy, 2025
Dean of the College of Arts and Sciences, 2025

Macione, Beatriz Huarte

Licenciatura en Filosofía y Letras (Universidad de Navarra, Spain)
PhD (University of Alabama)
Professor of Spanish, 1991
Program Coordinator, Spanish
Chair, Languages and Literatures
Associate Dean, King College of Arts and Sciences

Mann, Amy

BA (Radford University)
MS (University of North Carolina)
PhD (Walden University)
Associate Professor, 2013
Director, Online Learning

McRae, Sheri L.

AAS, AASN, BSN, MSN (East Tennessee State University)
DNP (King University)
Associate Professor of Health Sciences, 2013

Miller, Mark

AAS (Motlow State Community College)
BS, MA (Tusculum College)
MSN, DNP (Vanderbilt University)
Assistant Professor of Nursing, 2025
Program Coordinator, Master of Science in Nursing
Adult Gerontology and Acute Care Nurse Practitioner

Faculty and Staff

Mitchell, David

BM (East Tennessee State University)
MM, DMA (University of North Carolina at Greensboro)
Assistant Professor of Music, 2024
Program Coordinator, Music

Mongold, Jennifer L.

BS, MA (East Tennessee State University)
PhD (Capella University)
Professor of Criminal Justice, 2011
Program Coordinator, Criminal Justice
Associate Dean, School of Health and Professional Sciences
Director of Program Coordination

Moore, Alexander G.

BSN, DNP (East Tennessee State University)
Assistant Professor of Nursing, 2022
Program Coordinator, Master of Science in Nursing
Psychiatric Mental Health Nurse Practitioner

Morrell, Andrew

BS (King College)
MA (The Scripps Research Institute)
PhD (Purdue University)
JD (George Mason School of Law)
Assistant Professor, 2025

Morrison, Brendia M.

AAS (Virginia Highlands Community College)
BS (Virginia Intermont College)
MBA (East Tennessee State University)
Assistant Professor of Business, 2013

Olenich, Svitlana

BS (Concord University)
MBA (King University)
Assistant Professor of Marketing, 2022
Program Coordinator, Digital Marketing
Program Coordinator, Traditional Master of Business Administration

Ong, Han Chuan

BA (Wabash College)
PhD (Indiana University)
Professor of Biology, 2012

Ong, Laura E.

BS (University of Kentucky)
PhD (Indiana University)
Professor of Biology, 2012

Osborn, Kyle N.

BA, MA, MAT (East Tennessee State University)
PhD (University of Georgia)
Associate Professor of History, 2014
Program Coordinator, History

Overbay, Mark R.

BS (East Tennessee State University)
MD (James H. Quillen College of Medicine, East Tennessee State University)
Assistant Professor of Healthcare Administration, 2012
Dean, School of Health and Professional Sciences

Paulson, Keri-Lynn

BA (Bryan College)
MS (University of Tennessee)
Assistant Professor, University Library, 2015
Electronic Resources Librarian

Peltier, Matthew S.

BA (King College)
MSLS (University of Kentucky)
PhD (University of Nebraska)
Professor, University Library, 1999
Program Coordinator, Leadership
Assistant Provost for Academic Affairs
University Librarian
Faculty Parliamentarian

Faculty and Staff

Polk, Xanshunta L.

BBA (Jackson State University)
MPA (Tennessee State University)
DBA (Argosy University)
Associate Professor of Business, 2016
Program Coordinator, Professional Master of Business
Administration

Price, Jessica L.

AS (Southwest Virginia Community College)
BSN (Radford University)
MSN (King University)
Assistant Professor of Nursing, 2016
Program Coordinator, Nursing (BSN)

Roberts, A. Matthew

BA (East Tennessee State University)
MA (University of Houston)
EdD (Appalachian State University)
Professor of Education, 2008
Provost & Vice President for Academic Affairs
Chief Academic Officer

Robinson, David E.

BS (Virginia Polytechnic Institute
and State University)
JD (George Mason University)
LLM (New York University)
Associate Professor of Business, 2011
Dean, School of Business, Economics, and
Technology
Pre-Law Faculty Advisor

Rose, Richard

BS (Lander University)
MS (Ohio University)
Assistant Professor of Health and Professional
Sciences, 2021
Program Coordinator, Sport Management

Rosenbohm, Clifford

BS (Louisiana College)
MSW (Southern Baptist Theological Seminary)
PhD (Case Western Reserve University)
Professor of Social Work, 2020
Program Coordinator, Master of Social Work

Rudd, Joshua A.

BS, MS (East Tennessee State University)
Assistant Professor of Biology, 2014
Program Coordinator, Environmental Studies

Sellstrom, Teresa L.

BSN (East Tennessee State University)
MSN (University of Tennessee)
PhD Candidate (University of New Mexico)
Associate Professor of Nursing, 2009

Shaw, Karen L.

BA (King College)
MPhil, PhD (Drew University)
Professor of English, 1993
Program Coordinator, English
Chair, English
Coordinator, Study Abroad Affiliations

Sherfey, Lisa

BS (Radford University)
MSW (Radford University)
Assistant Professor of Social Work, 2023
Director of MSW Field Education

Simoson, Andrew J.

BS (Oral Roberts University)
PhD (University of Wyoming)
Professor of Mathematics, 1980

Slaughter, Christopher R.

BA (Virginia Intermont College)
MFA (University of Memphis)
Associate Professor of Theatre, 2007
Program Coordinator, Theatre

Faculty and Staff

St. Jean, Sean

BSW, MSW, PhD (University of British Columbia)
Assistant Professor of Social Work

Story, Brandon H.

BA (King College)
MA (East Tennessee State University)
PhD (University of Tennessee)
Associate Professor of English, 2000
Director, Snider Honors Program

Streetman, William Craig

BS (Presbyterian College)
MA (Denver Seminary)
MA, PhD (University of Kentucky)
Assistant Professor of Philosophy, 2012
Program Coordinator, Philosophy

Strickland, Joseph G.

BS (Appalachian State University)
MFA (Utah State University)
Associate Professor of Digital Media, 2013
Program Coordinator, Digital Media Art
and Design

Taylor, Liberty

BSN (East Tennessee State University)
MSN (King University)
Assistant Professor of Nursing, 2023

Tomczak, Michael

BS (Georgia Institute of Technology)
MDiv (Emmanuel Christian Seminary at Milligan
University)
Instructor, Student Engagement Librarian, 2023

Vaughan, L. Kelly

BS (Berry College)
PhD (Texas A&M University)
Associate Professor of Biology, 2014
Program Coordinator, Biology
Chair, Biology

Watson, Donna H.

BA (Bluefield College)
MS (Radford University)
PhD (Virginia Polytechnic Institute
and State University)
Professor of Education, 2017
Dean, School of Education

Wilcox, Colette

BA (Appalachian State University)
JD (George Mason University)
Associate Professor of Criminal Justice, 2019

Woodward, Lucas

BBA, MAcc (East Tennessee State University)
Associate Professor of Business, 2019

FACULTY EMERITI

Bloomer, Raymond H., Jr.

BS (The Citadel)
MS, PhD (University of Florida)
Professor of Physics and Astronomy, Emeritus, 1993

Cross, Dan A.

BE, MS (Vanderbilt University)
PhD (Auburn University)
Professor of Physics, Emeritus, 1969

Flannagan, William P.

BA (King College)
BM, MM (Westminster Choir College)
PhD (Catholic University of America)
Professor of Music, Emeritus, 1982

McDonald, J. Craig

BA (Davidson College)
MA (College of William and Mary)
DPhil (University of York)
Professor of English, Emeritus, 1982

Faculty and Staff

Owens, Charles A.

BA (King College)

MS, PhD (Virginia Polytechnic Institute
and State University)

Professor of Biology, Emeritus, 1970

Quinn, Johanne A.

BS (Boston College)

MS (Boston University)

PhD (Boston College)

Professor of Nursing, Emerita, 1998

Rohr, Errol G.

BA (Central State University)

BD (Princeton Theological Seminary)

MA (University of Illinois)

Professor of Philosophy and Religion, Emeritus, 1984

Rohr, Karen G.

BA (Wheaton College)

MS (University of Illinois)

PhD (Ohio State University)

Professor of Psychology, Emerita, 1985

Schroder, Mary (Lisa) B., CPA

BA (University of Chicago)

MAcc (Virginia Polytechnic Institute
and State University)

Professor of Accounting, Emerita, 1991

Schroder, Thomas R.

BA, MA (University of Chicago)

PhD (University of California at Riverside)

Professor of Political Science, Emeritus, 1979

Vande Brake, Katherine

BA, MA (Michigan State University)

PhD (Michigan Technological University)

Professor of English and Technical Communication,
Emerita, 1980

STAFF

Aceves, Holly

Director of Employee Relations

Addington, Donna

Office Manager for the Counseling Center

Arndt, Chase

Assistant Dean of Students; Director of Student Life

Baratta, Lisa

Accounts Receivable Specialist Supervisor

Bell, Mark

Head Men's Soccer Coach

Berry, Benny

Director of Safety and Security; Assistant Title
IX Compliance Officer

Berry, Ray

Assistant Baseball Coach

Blevins, Collin

Groundskeeper

Boyd, Donna

Housekeeper

Brackins, Reese

Reference Assistant

Braddock, Heather

Director of the Counseling Center

Brunecz, Jack

Head Track and Field and Cross Country Coach

Byrd, Melinda

Housekeeper

Caldwell, Jacob

Groundskeeper

Faculty and Staff

Cameron, Trevor

Head Women's Flag Football Coach

Campbell, Alexander Joseph

Enrollment Counselor

Campbell, Kyle

Head Women's Soccer Coach

Christie, Jenna

Assistant Vice President for Advancement

Clark, Derek

Groundskeeper

Clark, Marquis

Head Men's Volleyball Coach

Cleland, Whitney

Director of Registration and Records; Registrar

Click, Devan

Enrollment Counselor

Cowell, Morgan

Enrollment Counselor

Croghan, Leah

Enrollment Counselor

Daugherty, Kate

Assistant Director of Athletic Communications

Dixon, Delvonte

Assistant Track and Field and Cross Country Coach

Donahue, James

Vice President for Administration and Finance;
Chief Financial Officer

Dotson, Jessica

Admissions Processor

Duffy, Alexandra

Accounts Payable Specialist

Eastridge, Cynthia

Associate Director of Financial Aid

Ensor, Lori

Lab Coordinator for Biology

Estes, Gary

Groundskeeper

Everhart, Daniel

Assistant Men's and Women's Golf Coach

Flannagan, Timothy

Programmer I

Foster, Larry

Director of Major Gifts and Annual Fund

Fritz, Chris

Piano Accompanist

Fry, Bret

Head Women's Wrestling Coach

Gillespie, Jason

Head Men's Basketball Coach

Goins, Meredith

Admissions Processor

Graalman, Taylor

Head Men's and Women's Tennis Coach

Green, Carol

Assistant Director of Academic Success for Adult &
Graduate Studies

Greene, Brandie

Financial Aid Counselor

Hartless, Ashley

Associate Vice President for Enrollment Management

Harvie, Paula

Area Coordinator

Faculty and Staff

Heflin, Leanah

Compliance and Certification Officer for School of
Education; Accreditation Assessment Assistant

Helms, Samantha

Multimedia Resource Coordinator

Henfield, Matthew

Junior IT Analyst

Henry, Meghan

Assistant Track and Field and Cross Country Coach

Hill, Brad

Head Baseball Coach

Holmes, Tiernan

Support Specialist for Information Technology

Hornbeck, Cori

Executive Assistant to the President

Hundt, Scot

Assistant Men's Basketball Coach

Jackson, Lettie

Associate Vice President for Finance; Controller and
Business Manager

Jackson, Michael

Maintenance Technician

Jennings, Leona

Executive Assistant to the Vice President
for Student Affairs

Jennings, Logan

Director of Alumni & Community Engagement

Jepson, Stephen

Tornado Alley Shoppe Manager

Kamm, Brian

Head Men's and Women's Golf Coach

Keller, Deeanna

Assistant Director of Admissions; CRM Manager

Kimerer, H. Marika

Library Circulation & Acquisitions Manager; VA
School Certifying Official

King, Ronan

Assistant Vice President for Development

Kistner, Trevor

Programmer I

Kitchings, Kenneth

Head Disc Golf Coach

Knight, Hannah

Student Success Specialist

Larson, Stevie

Director of Athletic Communications

Leonard, Heidi

Director of Academic Success; PDSO and International
Student Advisor

Lester, Heather

Financial Aid Counselor; Processing Specialist

Liptak, Christopher

HVAC Maintenance Technician

Lynch, Joy

Housekeeper

Martin, Joshua

Maintenance

McClanahan, Christopher

Groundskeeper

McGregor, Michelle

Transfer Assessment Specialist

Faculty and Staff

Meadows, Nolan

Coordinator for Residence Life

Mitchell, Daniel

Security Officer

Morgan, Frank

Esports Director

Musgrove, Sylvia

Associate Vice President for Marketing &
Communications

Mustard, Christin

Director of Financial Aid

Newberry, Kalyn

Enrollment Counselor

Newring, Justin

Assistant Men's and Women's Track and Field Coach

Ogle, Sherry

Assistant Controller

Osorio, Matthew

Assistant Men's Soccer Coach

Page, Edward

Groundskeeper

Page, Paul

Shop Mechanic

Payne, Kyleigh

Head Softball Coach

Pennington, Kelly

Payroll and Benefits Specialist Supervisor

Peterson, Angelia

Senior Graphic Designer

Pollard, Amanda

Director of Career Services

Price, Haley

Head Women's Volleyball Coach

Prough, Jared

Assistant Men's Wrestling Coach

Rabo, Kendra

Head Cheer and Dance Coach

Regan, Dawn

Assistant Athletic Director, SWA

Reynolds, Claudia

Clinical Placement Support Coordinator for the School
of Nursing

Reynolds, Jamie

Advancement Services Coordinator

Rhymer, Charles "Peanut"

Senior Groundskeeper

Robbins, Zoya

Assistant Softball Coach

Robertson, Dianna

Administrative Assistant for Enrollment Management

Robertson, Joel

Chief Information Officer

Robinson, Mariah

Administrative Assistant for Advancement

Roome, Cassandra

Administrative Assistant

Semones, David

Pep Band Coordinator

Senter, Bryson

Director of Advancement Services

Faculty and Staff

Sexton, Claire

Head Acrobatics and Tumbling Coach

Sferrazza, Erin

Coordinator of Campus Visits and Events;
Enrollment Counselor

Shade, Blaze

Head Men's Wrestling Coach

Sharp, Louis

Assistant Men's Soccer Coach

Shull, Abigail

Assistant Women's Soccer Coach

Shupe, Brian

Vice President of Advancement

Slagle, Eliza

Housekeeper

Smith, Susan

Administrative Assistant for Academic Affairs

Smith, Timothy

Head Athletic Trainer

Snapp, Andrew

Senior Support Specialist for Information Technology

Somoza, Juan

Head Men's and Women's Swimming and
Diving Coach

Sparks, Alan

Head Men's and Women's Cycling Coach

Sproles, Nathaniel

Maintenance Technician

Taylor, Jobieann

Assistant Director of Facility Services

Thead, Jason

Director of Institutional Research and Assessment;
Board Professional

Thomas, Todd

Director of Facility Services

Thompson, Joshua

Head Women's Basketball Coach; Assistant Athletic
Director

Tolbert, David

Head Bass Fishing Coach

Tolbert, Melissa

Office Manager for Financial Aid; Work Study
Coordinator

Trent, Joey

Director of Network and Client Cloud Operations

Turner, Logan

Programmer I

Turner, Robin

Operations Coordinator for Admissions

Walker, Bart

Assistant Athletic Director for Compliance

Watts, Kyndall

Academic Technologist

Whitlock, Natalie

Bookstore Clerk

Widener, Curtis

Housekeeper

Worley, A. Gracie

Registration Specialist I

Worley, Jennifer

Associate Registrar; Director of Faculty Records

Faculty and Staff

Wyatt, Matthew

Groundskeeper

STAFF EMERITI

Bell, Jewel

Doctor of Humane Letters (King University)

Special Assistant to the President

Staff Emerita, 1952

Dillow, Johnnie

BS (East Tennessee State University)

Chief Financial Officer

Staff Emeritus, 1969

Dillow, Sarah

BA (Virginia Intermont College)

Director of Registration and Records, Registrar

Staff Emerita, 1976

Academic Calendar: 2025-26

Academic Calendar 2025-2026	2025/2026
FALL TERM	2025
Billing begins for Fall	16-Jun
Fall tuition and fees due for ALL students	1-Aug
Faculty Workshop	12 and 13 - Aug
New Student Orientation / Residence halls open for New Students	21 through 25-Aug
Returning Residential Student check-in	23 and 24-Aug
Classes begin for all students at 8 a.m. (Module A ,D, E and G)	25-Aug
*Last day to add a course for Module D (last day to add for other modules is the first day of class for the module)	29-Aug
Last day to drop a course for Modules A, E and G without a grade of “W”	29-Aug
Last day to drop a course for Module D without a grade of “W”	5-Sep
Labor Day, Campus and Offices Closed	1-Sep
Saturday Visit (1)	TBD
Constitution Day and Citizenship Day	17-Sep
Experience DC	19 through 21-Sep
Classes and Examinations end for Module A	26-Sep
Classes begin for Module B	29-Sep
Last day to drop a Module B course without a grade of ‘W’	3-Oct
Final Grades due for Module A by 8 a.m.	3-Oct
King Fest (Family Weekend)	4-Oct
Open House	TBD
Classes and Examinations end for Module G	10-Oct
Mid-point of semester	13-Oct
Fall Break	17-Oct
Mid-semester grades due by 8 a.m.	17-Oct
Final Grades due for Module G by 8 a.m.	17-Oct
Classes and Examinations end for Module E	17-Oct
Classes begin for Module F	20-Oct
Last day to drop a Module F course without a grade of ‘W’	24-Oct
Advising Week	20 through 24-Oct
Last day to withdraw from a course with a grade of W for Module D; WP/F recorded thereafter	24-Oct
Last day to change a course to Pass/Fail status for Module D	24-Oct
Final Grades due for Module E by 8 a.m.	24-Oct
Registration begins for Spring semester	27-Oct
Classes and Examinations end for Module B	31-Oct
Classes begin for Module C	3-Nov
Last day to drop a Module C course without a grade of ‘W’	7-Nov
Final Grades Due for Module B by 8 a.m.	7-Nov
Open House	TBD
Thanksgiving Break for ALL students beginning at 8 a.m.	24 through 30-Nov
*Campus and Offices Closed	26 through 28-Nov
Classes resume at 8 a.m.	1-Dec

Academic Calendar: 2024-2025

Last day to withdraw from a course for Module D with grade of WP or F	5-Dec
Classes end for Traditional Undergraduates	5-Dec
Examinations begin for Traditional Students	8-Dec
Classes and Examinations end for ALL students	12-Dec
Residence halls close 24 hours after last exam or at 5 p.m. on the day noted here	12-Dec
Saturday Visit (2)	TBD
Final Grades due for Modules C, D, and F by 8 a.m.	17-Dec
Fall Conferral Date for Graduates	12-Dec
SPRING TERM	2026
Billing begins for Spring	10-Nov
Spring tuition and fees due for ALL students	8-Dec
New Student Orientation and move in for New Students	8-Jan
Residence halls will open at 12 p.m. for all Returning Students	10 through 11-Jan
Classes begin for all students at 8 a.m. (Module A ,D, E and G)	12-Jan
Last day to add a course for Module D <i>(last day to add for other modules is the first day of class for the module)</i>	16-Jan
Last day to drop a course without a grade of 'W' for Module A, E and G	16-Jan
Martin Luther King Day – Campus and Offices Closed	19-Jan
Last day to drop a Module D course without a grade of 'W'	23-Jan
Classes and Examinations end for Module A	13-Feb
Saturday Visit (3)	TBD
Classes begin for Module B	16-Feb
Last day to drop a Module B course without a grade of 'W'	20-Feb
Final Grades due for Module A by 8 a.m.	20-Feb
Classes and Examinations end for Module G	27-Feb
Mid-point of semester	2-Mar
Mid-semester grades due by 8 a.m.	6-Mar
Final Grades due for Module G by 8 a.m.	6-Mar
Classes and Examinations end for Module E	6-Mar
Spring recess begins for ALL students	9 through 15-Mar
Final Grades due for Module E by 8 a.m.	16-Mar
Classes begin for Module F	16-Mar
Last day to drop a Module F course without a grade of 'W'	20-Mar
Advising week	16 through 20-Mar
Last day to withdraw from a course with a grade of W for Module D; WP/F recorded thereafter	20-Mar
Last day to change a course to Pass/Fail status for Module D	20-Mar
Open House	TBD
Registration begins for Fall; room deposits due	23-Mar
Registration begins for Summer term	23-Mar
Classes and Examinations end for Module B	27-Mar
Classes begin for Module C	30-Mar
Last day to drop a Module C course without a grade of 'W'	3-Apr
Final Grades Due for Module B by 8 a.m.	3-Apr

Academic Calendar: 2024-2025

Dogwood Weekend	TBD
Good Friday-Classes Cancelled, Campus and Offices Closed	3-Apr
Last day to withdraw from a course for Module D with grade of WP or F	24-Apr
Access King Day (1)	TBD
Classes end for Traditional Undergraduates	24-Apr
Examinations begin for Traditional Students	27-Apr
Classes and Examinations end for ALL students	1-May
Residence halls will close 24 hours after last exam or at 5 p.m. on the day noted here	1-May
Residence halls will close for graduating seniors at 5 p.m.	2-May
Commencement Ceremony	2-May
Final Grades due for Modules C, D, and F by 8 a.m.	5-May
Spring Conferral Date for Graduates	1-May
SUMMER TERM	2026
Billing begins for Summer	30-Mar
Summer tuition and fees due for ALL students	27-Apr
Classes begin for all students at 8 AM (Module A ,D, E and G)	4-May
Last day to add a course for Module D <i>(last day to add for other modules is the first day of class for the module)</i>	8-May
Last day to drop a course without a grade of 'W' for Modules A, E and G	8-May
Last day to drop a Module D course without a grade of 'W'	15-May
Access King Day (2)	TBD
Memorial Day- Campus and Offices CLOSED	25-May
Classes and Examinations end for Module A	5-Jun
Classes begin for Module B	8-Jun
Last day to drop a Module B course without a grade of 'W'	12-Jun
Final Grades due for Module A by 8 a.m.	12-Jun
Access King Day (3)	TBD
Classes and Examinations end for Module G	19-Jun
Juneteenth- Campus and Offices CLOSED	19-Jun
Mid-Point of Semester	22-Jun
Final Grades due for Module G by 8 a.m.	26-Jun
Classes and Examinations end for Module E	26-Jun
Summer Recess begins for ALL Students	29-Jun through 5-Jul
*Campus and Offices Closed	TBD
Classes resume after Summer Recess at 8 a.m.	6-Jul
Final Grades due for Module E by 8 a.m.	6-Jul
Classes begin for Module F	6-Jul
Last day to withdraw from a course with a grade of W for Module D; WP/F recorded thereafter	10-Jul
Last day to drop a Module F course without a grade of 'W'	10-Jul
Classes and Examinations end for Module B	17-Jul
Access King (4)	TBD
Classes begin for Module C	20-Jul
Last day to drop a Module C course without a grade of 'W'	24-Jul

Academic Calendar: 2024-2025

Final Grades Due for Module B by 8 a.m.	24-Jul
Last day to withdraw from a course for Module D with grade of WP or F	14-Aug
Classes and Examinations end for ALL students	21-Aug
Final Grades due for Modules C, D, and F by 8 a.m.	25-Aug
Summer Conferral Date for Graduates	21-Aug